DOCUMENT RESUME

ED 288 746
SO 017 659

Smith, Andrew F.; Brown, Walter
Research on Learning Packages and Course Syllabi Developed for International Studies Courses: A Collection, Analysis and Dissemination Project. A Final Report to the U.S. Department of Education on the Status of the International Research and Studies Program.
Council for Intercultural Studies and Programs, New York, N.Y.; Global Perspectives in Education, Inc., New York, N.Y.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 26 Mar 85
NOTE- 110p.
GRANT- G008402267
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; Content Analysis; Course Descriptions; *Course Evaluation; Courses; Elementary Secondary Education; Evaluation Methods; *Global Approach; Higher Education; *International Education; Research Projects; Resource Units; Social Studies
IDENTIFIERS- *Global Studies

The goals of the 1984 Council for Intercultural Studies and Programs (CISP) and Global Perspectives in Education (GPE) study were to: (1) collect international instructional materials developed for use in precollegiate and undergraduate courses; (2) develop a materials classification scheme; (3) evaluate the collected materials; (4) disseminate information about high quality materials; and (5) assess the strengths and weaknesses of the collected materials and recommend future development, evaluation, and dissemination processes. This document describes the major criteria and procedures utilized for materials selection to achieve the stated goals and considers the federal government's role in international studies education. Recommendations for federal agencies and departments include: (1) encourage existing federally-funded programs to incorporate precollegiate global studies programs; (2) increase the funding for federal programs which support the development of global education programs; (3) improve the liaison among federal agencies that fund global education activities; (4) fund research projects, K-12 and college-level consortium programs, and summer institutes; and (5) increase funding to area studies centers. Appendices include the project's financial report, steering committee members, classification scheme, key word index, three bibliographies containing 91 citations, and the May, 1986 issue of "Access," which highlights global education in New Jersey. (JHP)

DOCUMENT RESUME

ED 288 760
SO 018 376

Cultural Trends and the American Family.
Family Research Council of America, Inc., Washington, DC.
PUB DATE- 87
NOTE- 19p.; Summary of selected discussions and paper presented at the Family Research Network Conference (1986).
AVAILABLE FROM- Family Research Council of America, 515 Second Street, N.E., Washington, DC 20002 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - General (020)
DESCRIPTORS- Child Development; *Cultural Influences; Culture Conflict; *Family (Sociological Unit); Family Relationship; Family Role; *Parent Child Relationship; *Social Influences; Sociocultural Patterns; *Socioeconomic Influences; Textbook Content; Trend Analysis; Youth; Youth Problems
IDENTIFIERS- *Cultural Values

Summaries of the keynote speech by Os Guiness and discussions on U.S. cultural trends in education, in child development, and among youth are included in this document. Guiness believes there has been a shift from an economic focus to one centered on cultural activities. He states that four current cultural trends are: (1) a sense of hollowness; (2) a sense of homelessness; (3) a sense of heartlessness; and (4) the death of the concept of heroes. He suggests a return to the historical values, beliefs, and way of life inherent in the U.S. Constitution and assumptions of the founding fathers. A discussion of cultural trends in education includes an evaluation of religion, the family, and traditional roles and values. Paul Vitz, in "Religion and Traditional Values in Public School Textbooks," concludes that both have been excluded or omitted from children's textbooks. Problems in child development and the parent/child relationship are discussed by a panel of child development specialists in terms of the increasing numbers of employed mothers. Peter Uhlenberg reports on a research study concerning the well-being of white adolescent youths and states that this well-being declined during the 1960s and 1970s because of a reduction in parental commitment and the growth of individualism, which led to reduced bonding. Lists of conference participants and community organizations are appended. (JHP)

DOCUMENT RESUME

ED 288 775
SO 018 480

Malikail, Joseph S.; Stewart, J. Douglas
Personal and Social Values and Skills: A Study Completed for the Saskatchewan Department of Education Core Curriculum Investigation Project.
Regina Univ. (Saskatchewan). Faculty of Education.
SPONS. AGENCY- Saskatchewan Dept. of Education, Regina.
PUB DATE- Apr 87
NOTE- 102p.
CONTRACT- 09-85-0190
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Citizenship Education; *Curriculum Development; Elementary Secondary Education; Ethical Instruction; Foreign Countries; Interpersonal Competence; Moral Development; Moral Values; Social Attitudes; *Socialization; Social Responsibility; *Social Studies; Social Values; *Values Education

As an agency of socialization, one of the main purposes of the school is to prepare children for responsible membership in society and to encourage appropriate social/moral attitudes and behavior necessary for good citizenship. This study of personal and social skills and values was conducted to help formulate the Canadian core curriculum. Personal and social skills are included in the common essential learning component of the core curriculum according to the "Program Policy Proposals" of January, 1986. Chapter 1 of the study analyzes the terms 'personal' and 'social' and clarifies the terms 'skills,' 'competence,' and 'values.' Chapter 2 analyzes the role of the school in society and its function as a socializing agent. Chapter 2 also deals with how basic moral/social values affect personal and social choices. Chapter 3 explains how possession of moral/social character and competence implies three components: knowledge-reasoning, disposition, and conduct. A framework of considerations that lend to the development of the three components is described. The framework relates moral/social development to a provisional scheme of age-level sequences. The study concludes with a list of recommendations and a bibliography. An appendix lists the moral/social qualities that schools should develop. (SM)

DOCUMENT RESUME

ED 288 789
SO 018 576

Discipline-Based Art Education: What Forms Will It Take? Proceedings of a National Invitational Conference Sponsored by the Getty Center for Education in the Arts (Los Angeles, California, January 15-17, 1987).
Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 15 Jan 87
NOTE- 130p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Aesthetic Education; *Art Education; *Art Expression; *Art History; Art Products; Curriculum Development; Educational Innovation; Educational Planning; Elementary Secondary Education; Fine Arts; Instructional Improvement; Teaching Methods
IDENTIFIERS- *Art Criticism; *Discipline Based Art Education

This document summarizes the proceedings of the Getty Center's national conference. The keynote addresses and views of panelists and audience members are presented. Over 400 art educators, educational leaders, school administrators, artists, and elected officials from across the United States discussed discipline-based art education (DBAE). This approach integrates content and skills from art production, art history, art criticism, and aesthetics. The first day of the conference included a keynote address by Elliot W. Eisner and a panel presentation on "What Do Art Production, Art History, Art Criticism, and Aesthetics Contribute to Art Education?" Day 2 featured a keynote address by William J. Bennett, and classroom visits to Los Angeles (California) area classrooms to observe discipline-based art education instruction. Day 3 included panel presentations on "Art as Basic Education." Discussion sessions were held regarding: (1) advocating DBAE; (2) planning a statewide art program; (3) components of a DBAE program; (4) implementing and maintaining a district art program; (5) resources for developing an art curriculum; (6) the role of creativity in DBAE; (7) DBAE's impact on museum education; and (8) the role of community arts resources. The session closed with a keynote address by Francis S. M. Hodsoll. Appended is a list of conference speakers, panelists, classroom demonstrations, and panel presentations. (SM)

DOCUMENT RESUME

ED 288 803
SO 018 629

Sayers, Evelyn M., Ed.
Indiana: A Handbook for U.S. History Teachers.
Indiana State Dept. of Public Instruction, Indianapolis.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.; National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 87
NOTE- 228p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian History; Archaeology; *Citizenship Education; Cultural Education; Curriculum Development; Curriculum Guides; Geography Instruction; Instructional Materials; Middle Schools; *Social Studies; State Government; *State History; *United States History
IDENTIFIERS- *Indiana; Northwest Territories

This handbook was developed to encourage more effective state citizenship through the teaching of state history. Attention is given to geographical factors, politics, government, social and economic changes, and cultural development. The student is introduced to the study of Indiana history with a discussion of the boundaries, topography, and geologic processes responsible for shaping the topography of the state. The handbook contains 16 chapters, each written by an expert in the field. The chapters are: (1) Indiana Geography; (2) Archaeology and Prehistory; (3) The Indians: Early Residents of Indiana, to 1679; (4) Indiana as Part of the French Colonial Domain, 1679-1765; (5) The Old Northwest under British Control, 1763-1783; (6) Indiana: A Part of the Old Northwest, 1783-1800; (7) The Old Northwest: Survey, Sale and Government; (8) Indiana Territory and Early Statehood, 1800-1825; (9) Indiana: The Nineteenth State, 1820-1877; (10) Indiana Society, 1865-1920; (11) Indiana Lifestyle, 1865-1920; (12) Indiana: 1920-1960; (13) Indiana since 1960; (14) Indiana Today--Manufacturing, Agriculture, and Recreation; (15) Indiana Government; and (16) Indiana: Economic Development Toward the 21st Century. The handbook is extensively illustrated with maps, graphs, and charts. Sources for instructional materials and a bibliography is included. (SM)

DOCUMENT RESUME

ED 288 819
SP 029 517

Nelson, Dennis A., Ed.
Intermountain Leisure Symposium (8th, Ogden, Utah, November 19, 1987).
Weber State Coll., Ogden, Utah.
PUB DATE- 87
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTOPS- Child Development; Computer Assisted Instruction; Foreign Countries; Golf; *Leisure Time; Older Adults; Parent Teacher Cooperation; Parks; *Recreation; State Programs; Stress Management; Supervisory Methods; Wildlife Management
IDENTIFIERS- China; Special Olympics; Utah

Contained in this conference report are 22 selected papers presented at a symposium of leisure and recreation professionals. Titles and authors are: (1) "Ethics in Recreation and Leisure Services" (S. Harold Smith); (2) "Growing Opportunities: The Aging Population Market" (Nila M. Ipson); (3) "The Myth of Comfort" (Daniel L. Dustin); (4) "Golf as Recreation" (Gaylan A. Rasmussen); (5) "Using Computer Assisted Instruction in Leisure Education" (Steve Gray); (6) "Improving Recreation Leaders through Effective Management and Supervisory Techniques" (Terry A. Rupert); (7) "Wilderness Access: Right or Privilege?" (Donald W. Peterson); (8) "An Experimental Study of Parent/Teacher Partnership Utilizing Homework and the 'Leisure Time' of Students and Parents" (Alan Maynes and Burton K. Olsen); (9) "Stress Management Concepts for Recreation Education" (Ted Coleman); (10) "China: A Study of Its Country and Leisure--Part of Pacific Rim Country Commitment to Advanced Study of Leisure" (Larry L. Neal); (11) "Utah State Parks--A Legacy Lost?" (John A. Knudson, Jr. and L. Dale Cruse); (12) "Characteristics of Peak Experiences Attainable in Outdoor Settings" (Larry Beck); (13) "Leisure and the Changing Family" (Benjamin deHoyes); (14) "Child Growth and Development through Play" (William C. Vance); (15) "Creating a Rural Library: The Manzanite Case Study" (Mike Vander Griend); (16) "Leisure, Laughter, and Life--Enhancing Integrity, Balance, and Perspective" (Andrea Philips); (17) "Corporate/Non-Profit Partnerships: Special Olympics Case Studies" (Howard R. Gray); (18) "The Statewide Study of Utah's Public Aquatic Administration Practices" (Craig W. Kelsey); (19) "Year Round School/Year Round Recreation" (Glen C. Parker); (20) "Utah's Recreation Levy--A Hocus Pocus?" (Burton K. Olsen); (21) "Family Rec. for Family Wrecks" (Dennis A. Nelson); and (22) "Aquatic Innovation: Introducing the Inverted-Scissor Backstroke" (James M. Stephan). (CB)

DOCUMENT RESUME

ED 288 836
SP 029 581

Mattson, H. A.
Preparation for Teaching. A Manual with Exercises in Curriculum Development.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Dec 85
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Content; *Curriculum Development; Higher Education; Industrial Arts; *Industrial Education; Lesson Plans; *Preservice Teacher Education; *Program Development; Staff Development

The purpose of this manual is to provide a technique to help teachers better prepare for a teaching career in industrial education. Specifically, this manual, including the exercises, was developed to be used in weekly seminars for students enrolled in the St. Vincent Teachers' College (West Indies). It may also be used for staff development on an individual basis and serve as a pilot program for those preparing to teach in multi-vocational centers in St. Vincent. The manual provides a process through which the teacher can prepare for a teaching career by focusing on curriculum development in the area of industrial education. Along with basic information, a series of exercises are presented that involve contact with representatives of local business and industry and teacher trainers, as well as the study of journals and reference materials that may be available. Sections include an overview of curriculum development, an outline of the course of study, development of lesson plans, project selection in industrial arts, and a checklist for program improvement. A brief bibliography is included. (JD)

DOCUMENT RESUME

ED 288 853
SP 029 631

Newmann, Fred M.; Thompson, Judith A.
Effects of Cooperative Learning on Achievement in Secondary Schools: A Summary of Research.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 40p.
GRANT- G-008690007
AVAILABLE FROM- Center Document Service, National Center on Effective Secondary Schools, University of Wisconsin, 1025 W. Johnson Street, Madison, WI 53706 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Class Organization; Educational Research; Learning Strategies; *Program Effectiveness; Secondary Education; *Small Group Instruction; *Student Motivation; *Teaching Methods
IDENTIFIERS- *Cooperative Learning

This synthesis offers a descriptive inventory of research studies of cooperative learning at the secondary level. While cooperative learning techniques vary, they all share an interest in finding an alternative to "frontal teaching"--the teacher instructing the whole class or individual seatwork by students. Cooperative methods allow students to work in small groups under the assumption that cooperative tasks are more likely to motivate students to learn and provide more individual help for students. Cooperative learning is also advocated for improving social relations between races, ethnic groups, high and low achievers, or for increasing productivity in problem solving. A summary is presented on studies of five major techniques for implementing cooperative learning in grades 7-12. Twenty-seven reports of high quality studies were reviewed, involving 37 comparisons of cooperative versus control methods. The effectiveness of cooperative learning is discussed along with implications for practice. Data collected in the studies are presented on 10 pages of tables and a list of 56 references is included. (JD)

DOCUMENT RESUME

ED 288 870
SP 029 670

Hunt, Walter C.
Teaching and Learning in the Cognitive Domain: A Review of the Literature.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jun 87
NOTE- 100p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; Classroom Techniques; *Cognitive Objectives; *Cognitive Processes; Educational Testing; Elementary Secondary Education; Instructional Development; *Teacher Effectiveness; *Teacher Response; *Teacher Student Relationship; Teaching Methods

This document presents a review of recent research efforts on the congnitive domain as it relates to teaching and learning in the classroom, and provides a syntheses of research obtained over the past 25 years. Focus is given to correlational and experimental studies indicating a significant positive relationship between certain teacher behaviors and increased student achievement or improved conduct. Six sections addressing various aspects of teacher effectiveness are included: (1) planning; (2) management of student conduct; (3) instructional organization and development; (4) presentation of subject matter; (5) verbal and nonverbal communication; and (6) testing. A total of 68 references are listed. Appended are a research review entitled "Domains: Knowledge Base of the Florida Performance Measurement System" and a teaching guide called "CASES (Coping Analysis Schedule for Educational Settings)" consisting of seven tables outlining appropriate approaches to seven styles of pupil behavior. (CB)

DOCUMENT RESUME

ED 288 886
TM 870 579

Harnisch, Delwyn L.
A Multilevel Evaluation System Using Student-Problem Charts.
PUB DATE- Apr 87
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basic Skills; Charts; *Computer Managed Instruction; Computer Software; Elementary Secondary Education; *Evaluation Methods; Item Analysis; Latent Trait Theory; Profiles; Response Style (Tests); Scores; *Student Evaluation; *Test Interpretation; Test Results
IDENTIFIERS- SRA Survey of Basic Skills; *Student Problem Package (Software)

A multi-purpose, multi-user evaluation system was designed to improve the quality of the reporting of information gathered in testing and evaluation practices. One part of the system, the reporting system for information resulting from a district standardized testing program, was described. The Student-Problem Package software was modified to handle special skill reporting features and labelling. Data were obtained from 5,945 students (scores on the Science Research Associates Survey of Basic Skills Test) and 303 teachers in grades K-12. With scoring keys, item response data, and school identification information, a scored vector was obtained of responses for each student. Respective skill scores were then created using test blueprints outlining the items which were used to measure each objective. Creation of the Student-Problem skill profile and the categorized individual skill profile were described, and an example of each was given. The use of overall classroom, school, and district skill proficiency summaries, which can also be generated by the system, was discussed. Four pages of references are given. (MGD)

DOCUMENT RESUME

ED 288 899
TM 870 680

Moore, Mary H.
Everyone Knows Your Best Schools--Or Do They?
PUB DATE- Apr 87
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related documents, see TM 870 678-681.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Gains; Attitude Measures; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Evaluation Problems; Institutional Evaluation; *Participant Satisfaction; *Recognition (Achievement); *Reliability; *School Effectiveness; School Surveys; Scores
IDENTIFIERS- *Cincinnati Public Schools OH; Design for School Excellence; *Effective Schools Research; Excellence in Education

A study was conducted to explore the stability of the selected indicators of merit in relation to the explicit purposes of identifying merit schools in the Cincinnati (Ohio) Public School system Design for School Excellence Program. A school could achieve merit either based on high status in achievement, attendance, and attitude, or on gain scores on an indicator, thus making merit a realistic goal for low achieving schools. To measure the stability of status scores for each indicator, correlations between scores for the years 1986 and 1985, 1985 and 1984, and 1986 and 1984 were computed separately for elementary and secondary schools. Correlations are discussed in three groups: academic achievement (reading, mathematics, writing), attendance (student attendance, staff attendance), and attitudes (interracial understanding, discipline, teacher attitude, parent attitude, student attitude). Results showed that with the exception of writing and staff attendance, the indicators were stable enough to warrant their use in identifying merit schools. However, gain scores were not serving the purpose of providing a mechanism for low achieving schools. The negative correlations of gain scores between years showed that gain scores could not be used yearly as a way for low achieving schools to obtain merit. Furthermore, the status score to gain score correlations for the elementary schools indicated that gain scores were not specifically assisting those schools with low status scores. (KSA)

DOCUMENT RESUME

ED 288 913
TM 870 739

Scardamalia, Marlene; And Others
Computer Supported Intentional Learning Environments.
Ontario Inst. for Studies in Education, Toronto.
PUB DATE- Apr 87
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cognitive Objectives; Cognitive Processes; *Computer Assisted Instruction; *Computer Graphics; *Computer Software; Elementary Education; Feedback; Higher Education; *Intentional Learning; Learning Strategies; *Program Implementation; Student Evaluation; Student Participation

Computer Supported Intentional Learning Environments (CSILE) is a project using computer software to promote the constructive processes involved in intentional learning. CSILE enables groups of students to build a collective database (knowledge base) of their thoughts, in the form of pictures (created by students using a color graphics editor) and written notes. CSILE was initially developed for university and graduate-level students; current research focuses on 64 students in two sixth-grade classes. The report offers 11 principles applicable to a variety of educational software and then discusses the application of that principle to the project: (1) make knowledge-construction activities overt; (2) maintain attention to cognitive goals; (3) treat knowledge lacks in a positive way; (4) provide process-relevant feedback; (5) encourage learning strategies other than rehearsal; (6) encourage multiple passes through information; (7) support varied ways for students to organize their knowledge; (8) encourage maximum use and examination of existing knowledge; (9) provide opportunities for reflectivity and individual learning styles; (10) facilitate transfer of knowledge across contexts; and (11) give students more responsibility for contributing to each other's learning. CSILE examples cover both how principles were being realized, and how novices can at times circumvent the goal of eliciting extra constructive effort. (LPG)

DOCUMENT RESUME

ED 288 927
UD 025 904

Orr, Eleanor Wilson
Twice As Less.
REPORT NO.- ISBN-0-393-02392-3
PUB DATE- 87
NOTE- 240p.
AVAILABLE FROM- W.W. Norton & Company, Inc., 500 Fifth Avenue, New York, NY 10036 ($15.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Black Dialects; *Black Students; *Error Patterns; High Schools; Interference (Language); *Language Patterns; *Mathematics Instruction; Misconceptions; School Effectiveness; *Science Instruction

It is the premise of this study that the performance of black students in math and science is crippled by the interference of their language patterns. It is argued that schoolwork of these students demonstrates how nonstandard English can lead to misunderstanding. The connection between students' misunderstandings of certain quantitative relations and their nonstandard use of particular prepositions is explored, as is the way in which the combining of standard English "as" and "than" leads to a lack of distinction between addition and multiplication between subtraction and division and thus to a confusion between "twice" and "half." How students' nonstandard ways of expressing partitive comparisons are related to their nonstandard perceptions of division is also examined. By placing these errors and misunderstandings in the context of linguistic interference, this book challenges teachers and administrators to rethink their methods for improving the educational performance of minority students. An Afterword presents ways of thinking about the linguistic differences of minority students based on observations of the daily work of the socially and ethnically mixed student population of the Hawthorne School in Washington, DC. (VM)

DOCUMENT RESUME

ED 288 943
UD 025 925

Work and Welfare. Hearings on Reviewing the Extent of Long-Term Poverty and Dependence, Focusing on Job Training and Employment Services Provided by the Government before the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (January 21, February 3-4, 1987).
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-37
PUB DATE- 87
NOTE- 295p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Hearings; *Incentives; *Job Training; Labor Force; Labor Market; Poverty; *Public Policy; Self Help Programs; Underemployment; *Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Congress 100th

The poverty rate in America has increased during the Reagan Administration. Real welfare benefits have fallen sharply and people with jobs have been disqualified from government assistance. Using lessons from the public and private sectors, legislators are attempting to change the regulations of public assistance and welfare work programs to assure that work is always a viable and attractive alternative to people who receive public assistance and that job training and employment services are available to them. This document is the transcript of the first session of hearings held before the Senate Committee on Labor and Human Resources. Testimony is given by founders, administrators, and participants of work programs. Data are presented on unemployment, underemployment, welfare services, job training, and work incentives. The proposed legislation would give incentive bonuses to states which conduct job training programs which prove to be effective. (VM)

ED 288 761
SO 018 386

Carroll, James D.; And Others
We the People: A Review of U.S. Government and Civics Textbooks.
People for the American Way, Washington, DC.
PUB DATE- 87
NOTE- 78p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Citizen Participation; Citizenship Education; *Civics; Constitutional History; Constitutional Law; Governmental Structure; Secondary Education; *Social Studies; *Textbook Content; *Textbook Evaluation; *United States Government (Course)
IDENTIFIERS- United States Constitution

The objective of this textbook review was to evaluate the textbook's capacity for imparting the knowledge and skills necessary for democratic citizenship along with an enthusiasm for civic participation. A panel of scholars reviewed 18 U.S. government and civics textbooks on the basis of: (1) coverage, (2) engagement, (3) constitutional themes, and (4) relationships between the branches of government and among governments. The reviewers found that, in general, the government texts are encyclopedic in scope and impressive in comprehensiveness. However, a tendency to avoid controversial subjects made them lifeless descriptions of the origins, structures, and relationships of government. Second, most of the books are visually engaging, but not intellectually or emotionally compelling. Third, although the books include the text of the U.S. Constitution and explain basic constitutional principles, they fail to emphasize values and processes that have emerged from the document, such as due process and equal protection. Fourth, the interactions and strains among the components of government and between governments are not fully or creatively explained. Reviewers recommended, first, that the approach be changed from imparting information to preparing students to become concerned citizens. Second, controversial issues should be discussed fairly and explicitly. Third, students need to learn the value of public participation by becoming involved. (SM)

ED 288 776
SO 018 481

Zakariya, Sally Banks, Ed.
Religion in the Curriculum: A Report from the ASCD Panel on Religion in the Curriculum.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-149-6
PUB DATE- Aug 87
NOTE- 33p.
AVAILABLE FROM- Association for Supervision and Curriculum Development, 125 N. West Street, Alexandria, VA 22314-2798 ($6.00, ASCD Stock Number: 611-87052).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constitutional Law; Course Content; Educational Objectives; Educational Practices; Elementary School Curriculum; Elementary Secondary Education; History; *Public Education; *Religion; *Secondary School Curriculum; *State Church Separation; Student Educational Objectives; Textbook Content

Religion's place in the curriculum and how school administrators can avoid litigation while discharging the obligation to educate are discussed in this report. It is designed to give school policymakers guidance in arriving at informed decisions about religion's place in the curriculum. Chapter one examines the dilemma of adequately educating students who lack an understanding of religion's influence in history. Chapter two analyzes how classroom practices are based on a series of defacto policies that encourage educators to avoid explicit reference to religion. Chapter three is an examination of the religious, historical, sociological, educational, legal, and political assumptions that undergrid present curricular policies. Chapter four explores the legal basis for teaching about religion. Chapter five describes how public protest has hindered thoughtful treatment of religion in textbooks. Chapter six emphasizes that the proper role of religion in the school is the study of religion for its educational value and presents suggestions for proper inclusion of religion in schools. Chapter seven points out that commonly stated educational goals cannot be achieved without proper integration of religion into the curriculum. The concluding chapter contains a list of recommendations for ending public education's silence on religion. (SM)

ED 288 790
SO 018 578

Fineberg, Carol
Thinking through the Arts: A Comprehensive Arts in Education Program.
New Rochelle City School District, NY.
PUB DATE- [87]
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; *Creative Thinking; Elementary Secondary Education; Fine Arts; *Interdisciplinary Approach; Synthesis; Visual Arts

This paper describes a model education program in art education. The goals of the program are to: (1) encourage higher levels of thinking; (2) increase knowledge of arts terminology, style, and concepts; and (3) develop the characteristics of creative thinking, in students from kindergarten through high school. The teaching focus requires the infusion of arts-making and arts-responding activities into the humanities, science, and mathematics curricula. It also requires regular, sequential instruction in art, music, dance, and theater in a manner that supports general education goals. It emphasizes students' use of higher levels of thinking (analysis, synthesis, and evaluation) as they observe artistic events or create art objects. In addition, it stresses the acquisition of those characteristics associated with creative thinking. Fluency, flexibility, originality, and elaboration are variously stressed depending upon the nature of the assignment. Central to the program is a commitment to at least one period per week of formal instruction in art and vocal music to students in elementary schools by state-certified specialists. For older students the opportunity to study with arts specialists is complemented through involvement in additional arts activities such as rehearsals for performances. Intensive staff development needs to accompany this program. (SM)

ED 288 804
SO 018 630

Henn, Carl, Ed.
Let's Talk Politics. 1986 Indiana General Election Edition and Teacher Guide.
Indiana Chamber of Commerce, Indianapolis.
PUB DATE- 86
NOTE- 41p.; For a related document, see SO 018 632.
AVAILABLE FROM- Indiana Chamber of Commerce, One North Capitol, Suite 200, Indianapolis, IN 46204-2248.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; *Elections; Instructional Materials; Local Government; *Political Campaigns; *Political Candidates; Political Issues; Politics; Secondary Education; *Social Studies; *State Government; United States Government (Course); Voter Registration; Voting Rights
IDENTIFIERS- House of Representatives; *Indiana; Senate

The candidates, important issues, party platforms, and the voting process of Indiana are presented. The term of office, salary, and duties are outlined for the following political offices: (1) United States Representative, (2) United States Senator, (3) secretary of state, (4) auditor of state, (5) treasurer of state, (6) clerk for the Supreme Court and Court of Appeals, and (7) state legislators. Brief descriptions of the candidates for office are supplied. The legislative districts for the state General Assembly are outlined on a state map. The nominating procedure for state offices is also described. The pamphlet concludes with terms, salaries, and duties for political offices in the local government. The teacher's guide suggests the following nine activities: (1) gather socioeconomic data and construct a chart illustrating the different socioeconomic backgrounds of candidates; (2) use maps of legislative districts to compare political behavior in rural and urban areas; (3) develop survey instruments to measure attitudes toward issues; (4) locate news stories dealing with political offices; (5) collect news accounts of selected political issues; (6) stage a debate around the two political party platforms; (7) conduct a mock election; (8) interview candidates; and (9) volunteer for political party work. (SM)

ED 288 820
SP 029 520

Brzoska, Thom; And Others
Mentor Teacher Handbook.
Evergreen School District, Vancouver, WA.
SPONS. AGENCY- Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jul 87
NOTE- 103p.; Handbook was conceived and written by members of the Evergreen Collegial Teacher Training Consortium.
AVAILABLE FROM- Northwest Regional Educational Laboratory, Marketing Office, 101 S.W. Main St., Portland, OR 97204.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Helping Relationship; *Mentors; *Staff Development; *Teacher Orientation

Intended for mentor teachers who assist beginning teachers, this handbook includes a description of the mentoring process, including its definition, purpose, and application to professional development in education. Characteristics of good mentors, their relationships with their proteges, and typical activities associated with mentoring are described. Implementation of activities is also discussed. Mentoring activities that correspond to typical activities within the teaching year are suggested. References are listed, and observation tools, mentor-protege action plans, a first day checklist, and selected journal articles are appended. (CB)

ED 288 837
SP 029 582

English/Spanish Glossary of Health and Nutrition Terms. Appropriate Technologies for Development. Reprint Series R-54.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Jun 85
NOTE- 68p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Medical Services; *Medical Vocabulary; Nutrition; Pharmacology; *Spanish Speaking; *Translation; Vocabulary
IDENTIFIERS- *Guatemala

This glossary was developed to aid English-speaking health workers in Guatemala in translating health and nutrition terms from English to Spanish. Because Guatemala is renowned for its extensive vocabulary of "modismos", or slang, a column has been added to facilitate adaptation of the glossary to regional variations. The terms in the glossary are those most frequently used in the areas of: (1) family relations and life events; (2) health facilities and personnel; (3) medical equipment/supplies; (4) the human body; (5) diseases, injuries, signs, symptoms, causes, and conditions; (6) medications, treatments, procedures; (7) nutrition-related and cooking terms; (8) food and drink; and (9) medicinal and culinary herbs. Some useful verbs and commonly used measurements are included. (JD)

ED 288 854
SP 029 633

Bennett, Susan
New Dimensions in Research on Class Size and Academic Achievement.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 24p.
GRANT- G-008690007
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; *Educational Research; Elementary Secondary Education; Instructional Effectiveness; *Teacher Student Ratio; Teacher Student Relationship

This synthesis of research on class size provides an overview of the development of class size research, a summary of findings on class size and achievement, and a discussion of factors that interact with class size to influence academic achievment. It is concluded that while the overall research picture offers ample evidence of achievement gains associated with smaller class size, this relationship is complicated by mediating process variables. It is suggested that class size is but one of several factors that, in combination, affect student achievement. Efforts to reduce class size should begin with analyses of how, within a given school or subject area, the manipulation of class size might improve student-teacher interaction. Fifty-five references and a 20-item supplementary bibliography are appended. (CB)

ED 288 871
SP 029 671

Hunt, Walter C.
Teaching and Learning in the Affective Domain: A Review of the Literature.
Washington Office of the State Superintendent of Public Instruction, Olympia.
PUB DATE- Jun 87
NOTE- 100p.

LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Academic Achievement; *Affective Objectives; *Classroom Environment; Classroom Techniques; Elementary Secondary Education; *Teacher Response; *Teacher Student Relationship; Teaching Methods

This document presents a review of the research on the affective domain as it relates to learning and teaching in the classroom. The synthesis concludes that it is clearly evident that affective factors are an important dimension of the teaching/learning process and that the ways in which teachers respond to students and classroom situations relate to cognitive outcomes such as achievement and behavior. Causal relationships have not yet been conclusively determined, but such affective factors as motivation, self-esteem, self-perceptions, feelings of confidence, self-concept of ability, and teacher praise appear to have positive affects on achievement and behavior. The bulk of the document consists of three appendixes. Appendix A details the instrumentation used in measuring the affective domain. Appendix B provides a representative sampling of research results from studies of the affective domain presented in 36 categories. Appendix C provides a description of a successful teacher training program called TESA (Teacher Expectations and Student Achievement) designed to produce teacher behaviors that result in improvements both in student achievement and student attitudes. A list of 136 references is also included. (CB)

ED 288 887
TM 870 616

Beaton, Albert E.
Implementing the New Design: The NAEP 1983-84 Technical Report.
National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- ISBN-0-88685-062-2; NAEP-15-TR-20
PUB DATE- Mar 87
NOTE- 813p.; For the "Users' Guide" and "Codebooks and Layouts" pertaining to the NAEP Public-Use data tapes for 1983-84, see TM 870 621-624.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 ($25.00, plus $3.00 postage).
LANGUAGE- English
EDRS Price - MF05/PC33 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Data Analysis; Data Collection; Data Interpretation; *Educational Assessment; Elementary Secondary Education; *Item Sampling; Latent Trait Theory; *National Competency Tests; National Surveys; Program Implementation; Reading Tests; *Research Design; Sampling; Scaling; Statistical Analysis; *Testing Programs; Writing Evaluation
IDENTIFIERS- *Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

In 1982, the Educational Testing Service (ETS) proposed to implement a new, complex design for the National Assessment of Educational Progress (NAEP). The major features of this design are described in "A New Design for a New Era" (Messick, Beaton, and Lord, 1983). The purpose of this document is to describe the actual implementation of the design in the 1983-84 National Assessment of Reading and Writing (NAEP's fifteenth year); it is intended as a supplement to the reports of that assessment (see ED 264 550, ED 273 680, ED 273 994) and supports these reports by providing detailed technical information so that the accuracy of the substantive results can be judged. Some major features of the new design were: to sample grades 4, 8, and 11 as well as students' ages 9, 13, and 17 (in school); to introduce Balanced Incomplete Block (BIB) spiralling as a method of estimating inter-relationships among variables; to collect extensive information about teachers, principals, and schools; and to scale the reading data, if possible. These innovations were added to the previously used procedures, which were kept to ensure maintenance of NAEP trends. This report describes: (1) the data collection processes, including the assessment instruments for reading and writing; (2) the data analysis process for both reading and writing, including "plausible values" of reading proficiency and the NAEP reading and writing; and (3) some estimates of the reading and writing proficiencies of selected subpopulations of the sampled students. Two supplementary studies on the validity of NAEP's reading and writing assessment instruments and the design effects in the 1983-84 sample are also presented. A glossary of terms and a 124-item reference list complete the document. (JGL)

ED 288 900

TM 870 681

Ghory, Ward J.
Identifying Merit Schools?--What Do Principals Think?
PUB DATE- Apr 87
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related documents, see TM 870 678-680.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; Bias; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Evaluation Problems; *Institutional Evaluation; Measurement Objectives; *Principals; *Recognition (Achievement); *Rewards; *School Effectiveness; School Surveys
IDENTIFIERS- *Cincinnati Public Schools OH; Design for School Excellence; Effective Schools Research; Excellence in Education

A survey addressing the fairness of the Cincinnati (Ohio) Design for School Excellence (DSE) Merit Schools program was administered to school principals in March, 1986. The questionnaire was developed by a representative committee of elementary and secondary principals and central office personnel not directly involved in the original development of the DSE. The survey was reviewed, modified, and approved by the Cincinnati Association of Administrators and Supervisors (CAAS) Executive Committee. Forty-eight principals or 60% responded. Principals were asked to rank on a four point scale their perception of fairness of the 11 DSE indicators. Results showed a need for steps to be taken to adjust and clarify the program to increase its acceptance. Particular problems and concerns about the DSE were expressed in four major areas: (1) some schools have more advantages; (2) merit variables based on attitude surveys have limited validity; (3) attendance problems do not affect schools equally; and (4) student mobility and entry level aptitude affect schools unevenly. Since the DSE was strongly supported by the Board of Education and top central administrators, CAAS made 10 recommendations for improvement; their status is summarized. (Selected questionnaire responses are also appended.) (KSA)

ED 288 914
TM 870 740

Mislevy, Robert J.
Exploiting Auxiliary Information about Items in the Estimation of Rasch Item Difficulty Parameters.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Washington, D.C. Psychological Sciences Div.
REPORT NO.- ETS-RR-87-26-ONR
PUB DATE- Jul 87
NOTE- 51p.
CONTRACT- N00014-85-K-0683
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bayesian Statistics; Difficulty Level; Estimation (Mathematics); Intermediate Grades; *Item Analysis; *Latent Trait Theory; *Mathematical Models; *Maximum Likelihood Statistics; Predictive Measurement; Regression (Statistics); Test Items
IDENTIFIERS- California Achievement Tests; *Item Parameters; *Linear Logistic Test Model; Linear Models; Rasch Model

Standard procedures for estimating item parameters in Item Response Theory models make no use of auxiliary information about test items, such as their format or content, or the skills they require for solution. This paper describes a framework for exploiting this information, thereby enhancing the precision and stability of item parameter estimates and providing diagnostic information about items' operating characteristics. In the proposed model, final item parameter estimates represent a compromise between Linear Logistic Test Model estimates, where items with identical features would have identical estimates, and unrestricted maximum likelihood estimates. The principles were illustrated in a context for which a relatively simple approximation is available: empirical Bayes (EB) estimation of Rasch item difficulty parameters. Computation proceeded in three steps: (1) unrestricted maximum likelihood estimates of item parameters; (2) point estimates of the regression parameters; and (3) final estimates of item parameters. A numerical example applied EB estimation procedures to the responses from 150 sixth graders on the Fractions subtest of the California Achievement Test. Three models, varying in their assumptions of item exchangeability, were fitted to the data. Analysis showed that auxiliary information about item features contributed as much information about item parameters as the likelihood function did. (Author/LPG)

ED 288 928
UD 025 905

Moller, V.; And Others
Quality of Life in South Africa: Measurement and Analysis.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- HSRC-S-167; ISBN-0-7969-0503-7

PUB DATE- 87
NOTE- 171p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Blacks; Foreign Countries; *Life Satisfaction; *Quality of Life; *Racial Differences; Social Indicators; Social Status; *Well Being; Whites
IDENTIFIERS- *South Africa

Research on the quality of life in South Africa is increasing as a result of a growing concern to improve the living conditions and overall quality of life for many underprivileged South Africans. Perceptions of well-being and basic needs were investigated in a nationwide study conducted in 1982-83. Components of the variable "quality of life" were isolated, ranked and categorized to develop an instrument for measuring life satisfaction. The domains of living included in the study are the following: (1) health; (2) housing; (3) community facilities; (4) family life; (5) education; (6) occupations; (7) religious life; (8) income; (9) food; (10) socio-political issues; and (11) intimate, private, and social life. No single dimension of causality was found for the social divisions between races. A detailed description of the methodology is given and data is displayed in six tables. Nine appendices contain the instrument and various analyses of the components. A 42-item list of references is included. (VM)

ED 288 944
UD 025 926

Disadvantaged Youth Employment. Hearing before the Subcommittee on Labor of the Committee on Labor and Human Resources on Reviewing Disadvantaged Youth Unemployment. United States Senate, One Hundredth Congress, First Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg-100-12
PUB DATE- 17 Feb 87
NOTE- 137p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Disadvantaged Youth; Dropouts; *Federal Legislation; Federal Programs; Hearings; *High Risk Persons; *Job Training; Labor Market; *Minority Groups; Nontraditional Education; Poverty; Social Services; *Unemployment; Urban Problems
IDENTIFIERS- Congress 100th; Job Training Partnership Act 1982 Title III

The testimony presented in this document focuses on the severe unemployment crisis among disadvantaged youth. Despite several nationwide youth employment programs the problem is increasing. As these young people continue to go without jobs they lose self-esteem and become victims of the street. A broad spectrum of witnesses testified before this Senate Subcommittee on Labor. Their testimony included the following points: (1) programs must help these youth in ways which are dignified and respectful; (2) education and training are needed but the government also must develop new jobs; (3) successful programs such as the Job Corps must be replicated; (4) the reductions in federal job funding must end; (5) government must work along with the private sector on this problem; and (6) encouraging youth to stay in school may be the best way to prevent increases in the youth unemployment rate. (VM)

ED 288 747
SO 017 701

Baker, David W., Comp.
Teachers in the Arts: Proceedings of a National Symposium (Baton Rouge, Louisiana, May 1-3, 1985).
Louisiana State Univ., Baton Rouge.

SPONS. AGENCY- Louisiana State Arts Council, New Orleans.; Louisiana State Dept. of Culture, Recreation and Tourism, Baton Rouge.; National Endowment for the Arts, Washington, D.C.
PUB DATE- 85
NOTE- 133p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Art; Art Teachers; Dance Education; Elementary Secondary Education; *Faculty Development; Higher Education; Improvement Programs; *Inservice Teacher Education; Music Teachers; *Preservice Teacher Education; Professional Continuing Education; Teacher Education Curriculum; *Teacher Improvement; Theater Arts

Initiated to address issues concerning preservice and inservice needs of art, music, dance and theater arts teachers, this symposium considered ideas and methods for improving teacher preparation and education at all levels of instruction. Charles Fowler presented "The Crisis in Teacher Education: Issues for the Arts," and Kathryn Martin, in "On Teaching Teachers to Teach," analyzed a status report on learning processes in arts teacher education. In "Art for Art's Sake and More," G. Leland Burningham considered the relationships and conflicts of arts teaching as they relate to the total education process. What art teachers need to know for effective classroom teaching is described by Gerard Knieter in "Teaching the Arts," and Brent Wilson concluded with "Evaluating Teaching in the Arts: Scenes from a Complex Drama." Responses to a number of these presentations are included. Additionally, these proceedings contain information on: (1) planning and developing the symposium; (2) the agenda; (3) recommendations for arts teacher training improvements; and (4) a summation and evaluation of the symposium. (JHP)

ED 288 838
SP 029 583

Teacher Training: A Reference Manual.

Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Nov 86
NOTE- 207p.; For related Training Guide, see SP 029 584.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Developing Nations; Learning Strategies; Lesson Plans; Student Evaluation; Teacher Education; Teaching Methods; *Trainers; *Training Methods; *Training Objectives; *Volunteers
IDENTIFIERS- Resource Utilization

This reference manual is designed for Peace Corps volunteers who are involved in teacher training in developing countries. It is to be used with the Teacher Training Guide that accompanies it. The first chapter discusses differences between the educational systems of the host country and that of the United States. It prepares volunteers for their roles as trainers of teachers by discussing: how to conduct a needs assessment, adult learning styles, designing training programs for teachers, and training, supervision, and observation techniques. Chapter two provides a guide for various aspects of teaching, such as child and adolescent learning, instructional objectives, lesson and unit planning, classroom teaching techniques, materials development, and student assessment and improvement. The final chapter discusses support and networking issues and specific collaboration skills. Each chapter and section presents theoretical and practical information and includes an "Activity Box" that is designed to help the trainer apply ideas presented in the section. The appendix contains a collection of forms that the trainer can use during a training session. (JD)

ED 288 855
SP 029 634

Gamoran, Adam; Berends, Mark
The Effects of Stratification in Secondary Schools: Synthesis of Survey and Ethnographic Research.
National Center on Effective Secondary Schools, Madison, WI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 87
NOTE- 34p.
GRANT- OERI-G-86-0007
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Grouping; *Academic Achievement; Ethnography; *Research Needs; Secondary Education; *Secondary School Curriculum; *Student Attitudes; Student Placement; *Track System (Education)

To summarize knowledge on the effects of grouping and tracking in secondary schools, this synthesis uses ethnographic research to interpret the findings of survey analyses, and uses survey studies to assess the causal implications and degree to which ethnographic findings can be generalized. Survey studies consistently report that academic-track students are more likely to attend college and attain more schooling overall. However, no consensus exists about the effects of tracking on achievement or on student attitudes. The ethnographic literature reveals consistent track differences in students' academic experiences. High-track classes cover more complex material more quickly, exposing students to more high-status knowledge. Existing evidence does not show whether tracking actually causes polarization of students into pro- and anti-school factions, or whether this polarization results from pre-existing differences among students. Combining the survey and ethnography findings, the balance of the evidence suggests that grouping and tracking do affect achievement, despite the inconsistencies in survey analyses. A 73-item reference list is appended. (JD)

ED 288 872
SP 029 673

Capps, Kline
The Magic 10: Questions and Responses to NCATE's 10 Week Student Teaching Requirement.
PUB DATE- Aug 87
NOTE- 14p.; Paper presented at the Summer Workshop of the Association of Teacher Educators (Buffalo, NY, August 2-5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Standards; Education Work Relationship; Elementary Secondary Education; *Field Experience Programs; Higher Education; Preservice Teacher Education; *Program Length; *Student Teaching; *Teacher Attitudes; *Teacher Educators; Time Factors (Learning)
IDENTIFIERS- *National Council for Accreditation of Teacher Educ

A questionnaire was developed to determine the understanding and response of student teaching field experience directors to the National Council for the Accreditation of Teacher Education (NCATE) student teaching requirement. NCATE-approved schools in Illinois, Iowa, Kansas, Minnesota, Missouri, and Nebraska were surveyed. The NCATE requirement mandated changing student teaching time from 8 to 10 weeks. Analysis of responses indicated that the directors reacted favorably to the new requirement on a personal level, but not so much on a professional level, suggesting that they knew of no supporting evidence that length improved quality. Some of the directors felt that the requirement was only supported by the "more is better" trend. Directors also noted the need for improvement in other areas besides student teaching, stressing that length alone was no guarantee of high quality. Twenty-three references are listed. (CB)

ED 288 929
UD 025 906

School Dropouts: Survey of Local Programs. Report to Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-108
PUB DATE- Jul 87
NOTE- 89p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, over 5, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; Dropout Research; Educational Environment; Institutional Characteristics; Minority Groups; *Program Effectiveness; *School Activities; Secondary Education; Social Influences; Student Needs

Local school dropout programs are surveyed to identify the approaches used to prevent or overcome dropping out and to obtain views of local program administrators about dropout problems and programs. The programs had the following basic elements in common: (1) poor and minority teenagers who have multiple problems are targeted; (2) multiple services including basic education, counseling and social service assistance; and (3) factors lacking in the schools of the participants such as a caring staff, a safe secure learning environment, individualized instruction and attention to individual needs. Factors that inhibit the effectiveness of the dropout prevention programs include youths' troubled homes and overcrowded classes. A review of the quality of school district dropout data showed that the data are often difficult to interpret and lack comparability across school districts, but the report should assist Congress in its deliberations on pending legislation to fund local dropout prevention programs. (VM)

ED 288 945
UD 025 927

Guaranteed Job Opportunity Act. Hearings on S. 777 to Guarantee a Work Opportunity for All Americans, and for Other Purposes before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session (Washington, D.C., March 23, 1987 and Moline, Illinois, April 3, 1987). Part 1.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-166-pt-1
PUB DATE- 87
NOTE- 119p.; For Part 2, see UD 025 928. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- American Indians; Employed Parents; Employment Problems; *Employment Programs; *Federal Legislation; Federal Programs; Hearings; *Job Development; Job Placement; Labor Market; *Labor Needs; Minority Groups; Public Policy; Social Services; *Unemployment; *Welfare Services
IDENTIFIERS- Congress 100th

The Guaranteed Job Opportunity Act would make major changes in federal policy on the unemployed. The bill would allow hard core unemployed persons to work on government projects until they find a job in the private sector. The participants would work four days per week for minimum wages or 10% more than welfare or 10% more than unemployment compensation. The testimony for this bill given to the Senate Subcommittee on Employment and Productivity in Washington, D.C., provided by government officials and leaders of civil rights and social justice organizations, covered the following issues: (1) maintenance of infrastructure as an appropriate project for these workers; (2) conditions of the labor market; (3) education and training considerations; (4) economic strategies for full employment; (5) the multi-billion dollar cost of the program; and (6) positive and negative aspects of creating public sector jobs. When the subcommittee reconvened in Illinois, testimony was given by unemployed workers, union members, and representatives of the private sector. (VM)

ED 288 748
SO 017 753

Alexander, David, Ed.; And Others
Research, Learning Theory, and the Ideas of Robert G. Sidnell. Special Issue.
Illinois Univ., Urbana. School of Music.
PUB DATE- 87
NOTE- 100p.; Special issue in memory of the ideas and contributions to music education by Robert Sidnell.
AVAILABLE FROM- Council for Research in Music Education, School of Music, University of Illinois, 1205 West California, Urbana, IL 61801 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Research; Higher Education; Instruction; Instructional Effectiveness; Instructional Systems; Learning Processes; *Learning Theories; Music; *Music Education; Periodicals
IDENTIFIERS- *Sidnell (Robert)

Intended as a memorial to Robert G. Sidnell, this special issue contains articles about areas of music education which he promoted. In "The Dimensions of Research in Music Education," Sidnell concluded that music education research encompasses all humanistic disciplines as well as the behavioral and social sciences. James Carlsen, in "Framework for Research: An International Perspective," presents a taxonomy of instructional systems and research studies that examine theories under one or more components of each system. "Recent Research Pertaining to Psychomotor Skills in Music," by Steven Hedden, examines research published since 1978 concerning the relationship of motor skills to music education. Henry Cady analyzes how the meaning of a work of art develops in "The Problem of the Rational in Music," and Richard Colwell suggests that a person's educational philosophy is the most important dimension of teacher education in "Music Education and Philosophy." Assessing music education is examined by Thomas Tunks in "Evaluation in Music Education: The Value of Measurement/The Measurement of Value." The need for the expansion of music education research is considered by George Duerksen in "Research and Music Education: Needs for the Next Decade," while David Williams describes music expression as a social behavior in "Do Our Models for Music Research and Teaching Reflect Our Human Social Nature?" Kate Grieshaber considers the fundamental nature of rhythmic abilities in "Children's Rhythmic Tapping: A Critical Review of Research." (JHP)

ED 288 762
SO 018 387

Bjerstedt, Ake
Young People and Peace: Prerequisites for Peace-Oriented Instruction.
National Swedish Board of Education, Stockholm.
PUB DATE- Apr 87
NOTE- 17p.; Bibliography is in Swedish.
AVAILABLE FROM- Swedish National Board of Education, Department for Coordination and Planning, Information and Documentation Section, S-106 42, Stockholm, Sweden.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - General (140)
DESCRIPTORS- Concept Formation; Concept Teaching; Conflict; *Conflict Resolution; Elementary Secondary Education; Foreign Countries; Fundamental Concepts; *Peace; Research Projects; *Teaching Methods; *War
IDENTIFIERS- Conceptual Analysis; *Peace Education; Peace Studies; *Sweden

Helping children and youth learn through school experiences to deal constructively with questions of peace, war, and ways to promote peace preparedness is the purpose of this four-year peace education project. The principal goals of the project include: (1) an inventory and analysis of experiences and related peace education projects in various countries; (2) studies of young people's concepts of war, peace, or the enemy; (3) explorations of viewpoints concerning schools' roles in pursuit of peace preparedness; (4) studies of various ways that schools teach war and peace concepts; and (5) the collection of related project reports, bibliographies, analyses, research, models, and teacher guides. In 1987, during the initial stages of this project, an inventory and analysis of literature, a questionnaire to be sent to schools in selected countries, pilot studies concerning war and peace concepts, and interviews with experts in the field of peace education were completed. (JHP)

ED 288 777
SO 018 484

The Education and Vocational Training Systems in Spain (Documents
from January 1985 to January 1987).

EURYDICE Central Unit, Brussels (Belgium).
PUB DATE- Feb 87
NOTE- 11p.; Titles of documents in the bibliography are in several different languages (English, French, Italian, Dutch, Spanish). Most of the titles are translated into French. The annotations are in English.

LANGUAGE- French; Italian; Dutch; Spanish; English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Development; Educational Planning; *Educational Policy; *Educational Research; Educational Resources; Elementary Secondary Education; Higher Education; Special Education; *Vocational Education
IDENTIFIERS- *Spain

Sources for studying the educational system of Spain and other European countries are provided in this bibliography of documents produced throughout Europe. Case studies and research reports on the problems of transition from school to work are included in section one. Data were gathered from Spain, Greece, Portugal, Belgium, the Federal Republic of Germany, France, and the Nordic countries. Documents in section two cover several concerns of higher educational institutions such as applicability of university research and reform of the system of higher education. Data were reported from Spain, Austria, the Federal Republic of Germany, France, Malta, the Netherlands, Norway, Switzerland, Sweden, and the United Kingdom. Data on special education problems and policies in Spain are found in the third section. The fourth section concerns the vocational training system in Spain. The last section consists of documents dealing with education policies in Spanish primary and secondary school systems. Experimental designs for secondary education and analyses of high school preparation for university training are included. (SM)

ED 288 791
SO 018 582

White, Charles S.
Democratic Citizenship and Information Technology: Promises, Challenges, and Remedies.
PUB DATE- 5 Oct 87
NOTE- 15p.; Paper presented at the Annual Conference of the American Society for Information Science (50th, Boston, MA, October 5, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; *Citizen Participation; *Citizenship Education; *Citizenship Responsibility; Data Processing; *Information Processing; Information Retrieval; Information Science; Information Technology; Social Studies

This paper examines the relationship between democratic citizenship and information technology. Modern information technology disputes the idea that citizens can be properly educated to assume the burdens necessary to reap the blessing of freedom. Information technologies challenge the ability of citizens to fulfill the fundamental requirement of democracy: informed participation. In considering how to meet the challenges of information technology, the issues of information processing, contextual knowledge, and selectivity must be addressed. Each is reflected in a number of proposed remedies. Intelligent information system interfaces will serve to reduce the "cost" of citizen information processing by structuring the citizen's investigative work. Students must receive explicit training in information-processing skills. For effective and efficient information retrieval and processing, citizens must possess fundamental contextual knowledge of history and government. Through careful and thoughtful design of both technology and instruction, we can reduce the cost of becoming informed citizens and enhance the effectiveness of citizen participation. (SM)

ED 288 805
SO 018 632

Henn, Carl, Ed.
Here Is Your Indiana Government, 1987-88. Twenty-Third Edition.
Indiana Chamber of Commerce, Indianapolis.
PUB DATE- Aug 87
NOTE- 159p.; Revised every two years with the legislative election cycle. For a related document, see SO 018 630.
AVAILABLE FROM- Indiana Chamber of Commerce, One North Capital, Suite 200, Indianapolis, IN 46204-2248 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Historical Materials (060)
DESCRIPTORS- Citizenship Education; City Government; Civics; County Officials; *Governmental Structure; Legislation; *Local Government; Municipalities; State Agencies; State Courts; *State Government; State Legislation; State Officials; United States Government (Course)
IDENTIFIERS- *Indiana

Indiana state and local government structure and the governance process are outlined in this comprehensive survey which is used in government courses throughout Indiana. Legislative power is granted to the General Assembly whose powers, duties, compensation, terms of office, and qualifications are explicated. The legislative process and financing of state government is also outlined. The executive branch consists of a governor and the executive agencies which operate under him. In addition to the governor, there are seven top-level, elected administrative officials in the state government structure whose offices and duties are discussed. The functions of the state judiciary are described. Local government in Indiana functions through a pattern of interlocking and often overlapping governmental units, districts, and jurisdictions. The structure, functions, and financing of local government units are outlined in detail, including county government, township government, and city and town government. Appendices include: (1) historical highlights of Indiana; (2) Hoosiers in government; (3) facts about Indiana; (4) Hoosiers at work; (5) Indiana's official state poem and song; (6) the origins of the counties; (7) "The A-B-C of Politics" by Pressly Sikes; and (8) the Constitution of Indiana. (SM)

ED 288 821
SP 029 534

Cohn, Ronald B.
Coaching for Staff Development.
PUB DATE- 87
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Feedback; Higher Education; Peer Evaluation; *Staff Development; *Teacher Evaluation; *Teacher Motivation

As a professional development tool, coaching is a process of systematic observation of another's instructional behavior with subsequent nonjudgemental feedback. It is a natural follow-up to a recent training event or experience and is extensively used within industrial contexts. Well-trained feedback personnel, including peers, team leaders, master teachers, career ladder representatives, building principals, and school district supervisors, are essential to coaching success. Several coaching programs at the college and school district level are described to illustrate the various ways that staff development coaching can be conducted. (CB)

ED 288 888
TM 870 621

Barone, John L.; And Others

National Assessment of Educational Progress: 1983-84 Public-Use Data Tapes, Version 3.1. Users' Guide.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 198p.; For related "Codebooks and Layouts," see TM 870 622-624.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Center for Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; *Computer Storage Devices; Data Analysis; *Databases; *Data Collection; Data Interpretation; Educational Assessment; Elementary Secondary Education; Latent Trait Theory; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; Reading Tests; Sampling; *Statistical Analysis; Testing Programs; Writing Evaluation
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document is the users' guide for Version 3.1 of the Public-Use data tapes compiled by the National Assessment of Educational Progress (NAEP), 1983-84. The Public-Use tapes are produced to allow outside researchers access to the NAEP data. The tapes accompanying this guide contain data assessing student achievement in reading and writing at grades 4, 8, and 12, and ages 9, 13, and 17, for more than 100,000 students. The data were collected from student assessment booklets, as well as teacher questionnaires, school/principal questionnaires, and a questionnaire for excluded students. The guide includes descriptions of: (1) background information on NAEP; (2) the 1983-84 reading and writing assessments; (3) the sample design, including the Balanced Incomplete Block (BIB) and Unbalanced Incomplete Block (UBIB) procedures; (4) data collection, scoring, and reporting methods; (5) issues to consider in conducting statistical analyses using this data; and (6) contents and format of the 1983-84 Public-Use data tapes and related data files and printed reports. In this version of the tapes, the maximum likelihood estimates of reading proficiency scores have been replaced with "plausible values" of reading proficiency, and writing proficiency plausible values have been added. (JGL)

ED 288 901
TM 870 686

Achievement Test Provincial Report, June 1987 Administration.
Alberta Dept. of Education, Edmonton. Student Evaluation and Records Branch.
PUB DATE- Sep 87
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; Educational Objectives; Elementary Secondary Education; Foreign Countries; Grade 3; Grade 6; Grade 9; *Mathematics Tests; *Science Tests; Scores; *Social Studies; State Programs; State Surveys; *Testing Programs
IDENTIFIERS- *Alberta; Canada

This document summarizes results of province-wide achievement tests given in Alberta, Canada in June 1987. These tests evaluated student achievement in third grade science, sixth grade mathematics, and ninth grade social studies. The test questions for each subject area reflected Alberta's curriculum specifications for that subject. The grade 3 test covered process skills and subject matter; matter and energy; living things and the environment; and earth, space, and time. The test evaluated knowledge, appreciation, and understanding of the subject matter. The grade 6 test covered subject matter and problem-solving skills. The subject matter included number systems and operations; ratio and proportion, measurement and geometry; data management; and algebra. The test evaluated knowledge; comprehension; application; and speed and accuracy of computation. The ninth grade test included both multiple choice and essay items; it covered selected market economies; selected centrally planned economies; and industrialization in Canada. The test evaluated values, knowledge, and skills. This report is based on the results of 31,384 third-grade, 31,130 sixth-grade, and 27,731 ninth-grade students from public, separate, and private schools who took each test. Various statistics on each test are presented, including the percentage of students who performed at or above the minimum acceptable level and at or above the outstanding level. Guidelines for test interpretation and a description of setting standards are included. (JGL)

ED 288 915
UD 025 769

Schumack, Sharon, Ed.
The Educational Rights of Homeless Children.
Harvard Univ., Cambridge, Mass. Center for Law and Education.
SPONS. AGENCY- Legal Services Corp., Washington, D.C.
PUB DATE- Sep 87
NOTE- 10p.
AVAILABLE FROM- Center for Law and Education, NEWSNOTES, Larsen Hall, 14 Appian Way, Cambridge, MA 02138 (single copy free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Access to Education; Civil Rights; *Economically Disadvantaged; Educational Needs; *Elementary Secondary Education; *Equal Education; Family Problems; Federal Legislation; *Homeless People; Housing Needs; Peer Acceptance; *Poverty

This newsletter focuses on the educational rights of the homeless. It contains the following articles: (1) Homelessness: A Barrier to Education for Thousands of Children; (2) New Federal Act Protects Education Rights of Homeless Children; (3) Suggested Questions Regarding the Education Provisions of the McKinney Homeless Assistance Act; and (4) Advocates in New York Challenge Denial of Education to Homeless Children. The extent of homelessness and its effect on children are discussed. Research has indicated that 43% of homeless children do not attend school, and that among the reasons are families' inability to meet residency requirements or to provide the schools with the necessary records, and lack of transportation. There are also indications that the homeless children are not made welcome in the schools. (PS)

ED 288 822
SP 029 537

McCarty, John W.; And Others
Relationships between Staff Development Needs and Selected Parameters of Teaching and the School District.
PUB DATE- 87
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Faculty Development; Inservice Teacher Education; *Needs Assessment; *School Districts; *Teacher Attitudes; Teaching Experience

The relationship of staff development needs of teachers with the type of school district, levels of assignment, school district size, and teaching experience was examined. Three hundred and twenty-two teachers responded to the "Staff Development Needs Assessment for Effective Schools" instrument which measured perceived staff development needs according to each of the 15 competencies as stated by the State Department of Education of the southern state where the study was carried out. There was a significant composite relationship between each of the 15 criterion variables of teacher perceived staff development needs and the combined set of predictor variables. There were significant differences among the types of school districts (municipal, county, and consolidated) in the areas of techniques, classroom organization, enthusiasm for subject taught, and helping pupils gain a positive self-concept. There was also a significant difference among the levels of assignment in the areas of reinforcing and encouraging pupil performance. There was a significant independent relationship between each of the criterion variables of teacher perceived staff development needs and teaching experience. (Author/AA)

ED 288 839
SP 029 584

Teacher Training: A Training Guide. Training for Development.
Peace Corps, Washington, DC. Information Collection and Exchange Div.
PUB DATE- Nov 86
NOTE- 220p.; For related Reference Manual, see SP 029 583.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Developing Nations; Discussion (Teaching Technique); Instructional Development; Learning Strategies; Teacher Education; Teacher Effectiveness; Teacher Improvement; Trainers; *Training Methods; *Training Objectives; Volunteers

This training guide for Peace Corps teacher trainers is designed to accompany the Teacher Training Reference Manual, with each training session related directly to a section of the manual. The guide consists of two major parts: an introduction, and the training session designs. The introduction discusses various applications for the Training Guide and includes a set of trainer's notes. Each of the training session designs includes an outline of the session, a session plan, and attachments. The program is designed as a 6-day, intensive program consisting of 17 sessions. The sessions focus on two aspects of teacher training: (1) ways to improve the effectiveness of the trainers; and (2) the theoretical and practical application of basic educational principles. Each session is written in great detail. Outlines of each session include session objectives, materials, and activities. (JD)

ED 288 873
SP 029 675

Lane, Stacey L.; And Others
Microteaching in Physical Education: Perceptions of Decision Making Strategies.
PUB DATE- 87
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Techniques; Higher Education; Instructional Effectiveness; *Microteaching; *Peer Teaching; Physical Education; *Physical Education Teachers; *Preservice Teacher Education; *Student Teacher Evaluation; Teacher Student Relationship

This study focused on the interactive decision making of inexperienced preservice physical education teachers and the value of peer teaching for developing appropriate thought processes. Videotapes were made of seven undergraduate physical education majors teaching their peers and data stemming from observation of the tapes were analyzed for certain behaviors. Both roles (teacher and student) were studied. Results indicated that during interactive teaching both teachers and students focused most of their attention on the interest level and management tasks of the entire class. It is concluded that microteaching can be a valuable tool for formative teacher evaluation. (CB)

ED 288 930
UD 025 907

Briggs, Paul W.
Desegregation: The Urban America Perspective.
PUB DATE- 22 Nov 86
NOTE- 20p.; Paper presented at the Annual Convention of the National Organization on Legal Problems of Education (32nd, Las Vegas, NV, November 22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Civil Rights; *Desegregation Litigation; Educational Quality; Elementary Secondary Education; *Minority Groups; *Racial Integration; *School Desegregation; School Districts; Social Change; United States History; *Urban Education; Urban Planning

The most important education issue in terms of the volume of court cases and the impact on education has been racial isolation in schools. For decades the thrust has been on integrating the schools, but this goal has not been accomplished. Desegregation efforts have been frustrated and the problem of providing a quality education for all students is becoming more serious. Since American history shows that public education contributed positively to the quality of democracy in this country, it is imperative that more efforts be made to solve these problems. Successful efforts to desegregate government, public accommodations, and trade unions suggest that schools can also be desegregated. Even within education there have been successes on the level of teaching staffs and governing boards. Among recommendations for achieving the same kinds of desegregation among students are the following: (1) assure a good representation of minority staff in each school; (2) improve the quality of city life; (3) raise the level of state funding; (4) establish more magnet schools and place them so that a racial mix can be achieved; (5) develop a multicultural curriculum; (6) foster linkages between schools, businesses, and universities; and (7) develop sports and cultural programs which will bring ethnic groups together. (VM)

ED 288 763
SO 018 390

Wunderlich, Gene, Ed.
Ideas, Facts, and Choices: Three Lectures on Philosophy and Applied Economics.
Economic Research Service (DOA), Washington, D.C.
REPORT NO.- AGES870512
PUB DATE- Jun 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Collected Works - General (020)
DESCRIPTORS- Economic Change; *Economic Factors; *Economics; Ethics; Logic; *Philosophy
IDENTIFIERS- *Economic Theory; *Economic Trends

Four philosophers, familiar with the work of economists, comment on the foundations and substance of applied economics. Joseph Pitt, in "Philosophy in Applied Economics," focuses on rationality and rational choice as a foundation for economics and stresses the idea of relevance in relating data to applied economics. He believes rational decision making is based on the notions that choice is necessary and possible and that behavior is predictable. However, Pitt considers the economic model a poor predictor of behavior. Allen Buchanan, in "Comparative Efficiency Judgements, Economics, and Political Philosophy," develops a rationale to show that there are fundamental obstacles to efficiency comparisons of entire economic systems and reviews market suppositions developed by economists and ethicists. Douglas MacLean and Claudia Mills examine the intellectual hazards of confusing normative and empirical statements about behavior in "Normative and Empirical Issues in Economic Theory: A Philosophical Examination." They consider prospect theory a possible solution to problems inherent in expected utility theory. All three papers provide comments on the model-making and testing processes of applied economics. "Postscript: The New Spirit of Inquiry in Economics and Philosophy," by Michael McPherson, considers the effects of economists' and philosophers' collaborative efforts. (JHP)

ED 288 792
SO 018 585

Elgqvist-Saltzman, Inga
Swedish Educational Reforms--Women's Life Stories--What Can They Tell about a Rational Reform Era?

PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). IOR project (Idea and reality underlying educational reforms of higher education; financed by HSFR/The Council for Research in the Humanities and Social Sciences/ 1979-1983).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; Educational Planning; Foreign Countries; Higher Education; Life Satisfaction; Quality of Life; Quality of Working Life; *Womens Education; *Womens Studies
IDENTIFIERS- Life Cycles; Life Transitions; *Sweden

The IOR project (Idea and reality underlying educational reforms of higher education) used women's life stories as case studies to help understand the reforms of higher education during an expansive, "rational" planning period. The project gathered data from 300 women who returned questionnaires. A central topic in the IOR-questionnaires was the so-called "life-line question" in which the women were asked to mark their education, working life, domestic work, childbirths, marriages, divorces and other important events in life on a time-line. This became an important starting-point for the third part of the study in which 30 women contributed their life-stories to the project. It was found that a conflict between productive and reproductive tasks dominated the life-stories of many women. Also, women's life patterns were similar in spite of different educational, social, and regional backgrounds. Most of the respondents had chosen typical "female professions," most of them worked part-time, only a few of them could be found in non-traditional female professions, and very few were in leadership positions. Education is viewed as a catalyst with a great potential for positive change. Women's life stories can provide a better understanding for educational planning and reform. (SM)

ED 288 856
SP 029 637

Mitchell, Edward H.
A Plan for Educational Excellence for the 21st Century. Unabridged Edition 1987.
Anne Arundel County Public Schools, Annapolis, Md.
PUB DATE- Jul 87
NOTE- 335p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; Elementary Secondary Education; *Futures (of Society); *Long Range Planning; *Program Development; Public Schools
IDENTIFIERS- *Anne Arundel County Public Schools MD

This document offers a comprehensive study of the present status and future needs of the public schools in Anne Arundel County, Maryland. Chapter I defines educational planning and concepts of and guidelines for such planning. The processes used in developing educational plans and the organization of the document are also described. In Chapter II a synoposis is given of the legal, political, economic, and social characteristics of Anne Arundel County. Chapter III presents a detailed report on each program (subject) area offered in the schools. Each report includes the present status of the program, findings from a review of relevant literature, recommendations, steps necessary to implement the recommendations, and projected outcomes. Some of the program areas are subdivided into specific areas for consideration. Chapter IV poses 11 basic questions on the function and responsibilities of the public schools. Chapter V provides some conclusions and comments. (JD)

ED 288 946
UD 025 928

Guaranteed Job Opportunity Act. Joint Hearing on S. 777 to Guarantee a Work Opportunity for All Americans, and for Other Purposes before the Subcommittee on the Handicapped of the Committee on Labor and Human Resources. United States Senate, One Hundredth Congress, First Session. Part 2.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-166-pt-2
PUB DATE- 28 Apr 87
NOTE- 174p.; For Part 1, see UD 025 927. Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Black Employment; *Disabilities; *Employment Opportunities; Employment Problems; *Employment Programs; *Federal Legislation; Federal Programs; Hearings; *Job Development; Labor Market; Minority Groups; Public Policy; Social Services; *Unemployment; Veterans; Welfare Services
IDENTIFIERS- Congress 100th

The Guaranteed Job Opportunity Act would make major changes in federal policy on the unemployed by guaranteeing a public sector job to hard core unemployed persons until they find a job in the private sector. Part two of the testimony for this bill was given to a joint session of the Senate Subcommittee on Employment and Productivity and the Subcommittee on the Handicapped. This testimony covered the following issues: (1) poor quality of life for the disabled; (2) training and employment of the handicapped; (3) models of successful job programs for the disabled; (4) special problems of blacks who are disabled; and (5) support services for disabled persons who work. (VM)

ED 288 749
SO 017 831

Hepburn, Lawrence R.; Kefalas, Asterios G.
Development of a University-Private Sector Synergy for Public Service: A First Step.

PUB DATE- 85
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agencies; Agency Role; College Administration; Corporate Support; Higher Education; Primary Sources; *Public Service; Research Reports; *School Business Relationship; *Universities
IDENTIFIERS- *Corporations; Society; *Synergy

Visions and ideas tend to develop in universities, while private sector corporations possess the material resources needed to convert these visions into products which improve society. However, recent collaborative activities have begun with little regard for the long-term implications of external environmental conditions or the inherent differences in the two types of organizations. The university focus has been on research and teaching, not on service to society. If both universities and corporations work together, they will be able to help reduce the negative consequences and increase the positive effects of change. A recent survey instrument identified social, technological, ecological, political, and economic issues that are the most relevant for university and corporate leaders to address and assess the extent to which they hold divergent perceptions of their counterpart organizations. The findings indicated a consistent perception and sharing of common values regarding the external environment. However, university and corporate leaders do not share common opinions regarding their counterpart organizations and results suggest that executives from each group should learn more about the inherent characteristics and differences in values, resources, and procedures of universities and corporations. Figures and tables are included. (JHP)

ED 288 778
SO 018 487

Information Networking in Population Education.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 85
NOTE- 94p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; Information Dissemination; *Information Networks; Organizational Development; *Population Education

The rapidly increasing body of knowledge in population education has created the need for systematic and effective information services. Information networking entails sharing resources so that the information needs of all network participants are met. The goals of this manual are to: (1) instill in population education specialists a more favorable attitude toward the use of information; (2) illustrate how information networking facilitates the flow and use of information; and (3) provide guidelines and procedures for establishing an information network in population education. Chapter 1 describes the purposes and the important elements that a network must possess to function effectively. Chapter 2 examines various types of information networks and presents sample models. Reasons for establishing networks are given in chapter 3. Chapter 4 describes criteria for selecting organizations to become members of networks. Steps for establishing an information network are detailed in chapter 5. Chapter 6 outlines the functions, technical services, publication program, information packaging, and other aspects of networks. Chapter 7 describes existing population information networks and provides models to illustrate their structure. (SM)

ED 288 806
SO 018 634

Kupchenko, Ian; Parsons, Jim
Ways of Teaching Values: An Outline of Six Values Approaches.
PUB DATE- [87]
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Techniques; Foreign Countries; *Moral Development; Moral Values; Secondary Education; *Social Studies; Student Attitudes; Student Behavior; *Teaching Methods; *Values Clarification; *Values Education

Six different approaches to teaching values in the classroom are reviewed in this paper. Each approach is reviewed according to: (1) the rationale of the approach; (2) the process of valuing; (3) the teaching methods used to achieve the specific purpose to the approach; (4) an instructional mode or system of procedures used by teachers to actualize the approach; (5) the roles of the student and the teacher in each approach; and (6) characteristics of the teaching and learning materials. The rationale of the values inculcation approach is to instill certain desirable and prechosen values in students. The moral development approach is used primarily to stimulate students to advance their powers of moral reasoning through a series of increasingly advanced and complex stages. The analysis approach to values education rests on helping students develop logical thinking and using scientific inquiry procedures in solving value issues. The clarification approach is to help students clarify and actualize personal values. The action learning approach is to develop students' abilities to act directly in personal and social situations so that they might try out their personal values. The emotional-rational approach to values education attempts to help students understand and adopt a lifestyle based on care and consideration for others as well as self. (SM)

ED 288 840
SP 029 585

Ronkowski, Shirley
When the Observed Becomes the Observer.

PUB DATE- Nov 87
NOTE- 8p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Methods; Feedback; Inservice Teacher Education; Observation; *Self Evaluation (Individuals); *Teacher Improvement; *Videotape Recordings

The use of videotape feedback in professional development is unique in that it allows the observed teacher to also become the observing teacher. Such self-observation can be an empowering experience for the teacher when the self-viewing is effectively facilitated within the perspective of the observation and feedback process. There are at least three dimensions to this process: (1) general ground rules which establish the context in which the videotape feedback process will occur; (2) identification of specific and general teaching skills which serve as a basis for observation and feedback (a content framework); and (3) a feedback structure which can serve as a guide for the facilitator (a process framework). Each of these dimensions is examined in this paper and a conceptual, yet highly practical model for facilitating videotape feedback is presented. (Author)

ED 288 889
TM 870 622

National Assessment of Educational Progress: 1983-84 Public-Use Data Tapes, Version 3.1. Codebooks and Layouts, Grade 4/Age 9.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- 23 May 86
NOTE- 326p.; For related "Users' Guide," see TM 870 621.
GRANT- NIE-G-83-0011

AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, New Jersey 08541-6710 (set of TM 870 622-624, $50.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Software; *Computer Storage Devices; *Databases; Educational Assessment; Grade 4; Intermediate Grades; Item Analysis; Item Sampling; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; *Statistical Data; Testing Programs
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document contains the codebooks and data record layouts for the 1983-84 Public-Use data tapes, Version 3.1. The Public-Use data tapes are created by the National Assessment of Educational Progress (NAEP) to provide outside researchers access to NAEP data. The entire book presents coded data collected on and from fourth graders and 9-year-olds, via student reading and writing tests, administered in a Balanced Incomplete Block (BIB) design; and questionnaires given to tested students, excluded students, teachers, and principals. It presents data files containing record layouts and codebooks for: (1) grade 4/age 9 student BIB data; (2) age 9 paced tape 64; (3) age 9 paced tape 65; (4) age 9 paced tape 66; (5) age 9 paced tape 67; (6) grade 4/age 9 excluded student questionnaires; (7) grade 4/age 9 teacher questionnaires; and (8) grade 4/age 9 school questionnaires. (JGL)

ED 288 902
TM 870 688

Summary of Quality Indicators.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-86-28
PUB DATE- Jan 87
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Basic Skills; College Bound Students; Educational Assessment; *Educational Quality; Elementary Secondary Education; Ethnic Distribution; Evaluation Criteria; Minimum Competency Testing; National Norms; Outcomes of Education; School Districts; *School Effectiveness; *School Statistics; *Scores; State Norms; Urban Schools
IDENTIFIERS- *Austin Independent School District TX; Texas Educational Assessment of Minimum Skills

This document presents data summarizing the indicators of educational quality in the Austin (Texas) Independent School District (AISD) and, where possible, compares the AISD data to data from other urban districts, the state, and the nation. Data are presented on student achievement overall, for college-bound students and among different ethnic groups, as well as district rates for school attendance, college attendance aspiration, high school graduation, grade retention, and dropouts. On almost all quality indicators the AISD scored above average, including: (1) scores above the national average at grades K-12 in all tests areas; (2) Exit-Level Texas Educational Assessment of Minimum Skills (TEAMS) scores above the state average and first among the eight urban districts in Texas; (3) one and one-half to two times the national average percentage of students scoring above the 90th percentile; (4) two and one-half to four times the average percentile for urban districts scoring above the 90th percentile; (5) scores above the state and national averages on the Scholastic Aptitude Test; and (6) four to seven times the average number of National Merit Scholarship recognition awards for a district of its size. The one area showing need for improvement was basic skills, especially mathematics in grades 1, 3, 5, 7, and 9. (JGL)

ED 288 916
UD 025 834

Ruetrakul, Pimon
A Study of Problems and Stress of Southeast Asian Students with Accompanying Families at the University of Pittsburgh.
Pittsburgh Univ., Pa. School of Education.
PUB DATE- 12 Mar 87
NOTE- 15p.; Paper presented at the Annual Meeting of the Comparative and International Education Society (31st, Washington, DC, March 12-15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; *Adjustment (to Environment); *Child Rearing; *Cultural Differences; Culture Contact; English (Second Language); Food; *Graduate Students; Higher Education; Language Handicaps; *Student Attitudes
IDENTIFIERS- Pennsylvania (Pittsburgh); *Southeast Asians

The perceptions of Southeast Asian graduate students at the University of Pittsburgh were explored. The students were asked to elucidate the problems which arose as they and their families adapted to the American experience. Findings are reported in seven categories. They are the following: (1) academic expenses did not cause financial problems but the students had financial difficulties with the cost of living and recreational activities; (2) comments about housing were negative, especially on amount of space, costs, and heat; (3) all of the students rated their facility with English as adequate, but a few of the spouses expressed inadequacies in this area; (4) most of the students approved of their children's learning English, but thought American culture to be at odds with their own and didn't want their children to adopt aspects of it; (5) impressions of American schools were positive; (6) the students and their families were in good health; and (7) most of the students are successful academically, as are their children. The research confirms previous findings about international students and their families. (VM)

ED 288 823
SP 029 544

Lyman, Lawrence
Enabling Teacher Education Students To Meet Increased Admission Standards.

PUB DATE- 15 Oct 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 15, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *Admission Criteria; *Education Majors; Higher Education; Preservice Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Emporia State University KS

Emporia State University's (Kansas) teacher education program conducted research to determine how it could help interested students meet new admission standards and enter the teacher education program. Analysis of records of students who had not met the program's new standards indicated that some students were not aware of the new standards and requirements, while others were having difficulty completing these requirements. The program now provides assistance in preparing students for required tests and also information regarding the program's requirements. Information sheets and checklists for completing requirements have been developed. The director of teacher admissions also visits each Introduction to Teaching class to orient students to the admission requirements. (CB)

ED 288 874
SP 029 676

Pre-Referral Guidelines. Minnesota Educational Effectiveness.
Minnesota State Dept. of Education, St. Paul.
PUB DATE- Apr 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Disabilities; Elementary Secondary Education;

*Exceptional Persons; Guidelines; Interprofessional Relationship; *State School District Relationship; *State Standards
IDENTIFIERS- *Minnesota

Pre-referral guidelines developed by the Minnesota State Department of Education are presented. The guidelines concern the possible referral of students with unique learning patterns and are organized around existing district policies, teacher-student relationships, teacher skills, and alternative instructional programs provided by the various school districts. Such topics as collegiality and cooperation, parent involvement, interagency cooperation, identification of students with special needs, accommodation of individual needs, alternative programs, and available resources are covered. A 25-item bibliography is included. Appended are a model of pre-referral and an implementation checklist. (CB)

ED 288 931

UD 025 908

Ackerman, Patricia A.
The CLEAR Alternative: Possibilities for a NABSE Demonstration School Project.

PUB DATE- 22 Feb 87
NOTE- 13p.; Paper presented at the Annual Conference of the American Association of School Administrators (89th, New Orleans, LA, February 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Adolescents; *Advocacy; *Black Students; Cultural Awareness; *Dropout Prevention; *High Risk Students; High Schools; *Nontraditional Education; Parent School Relationship; Participative Decision Making; School Community Relationship

The Creative Learning Environment for Academic Redirection (CLEAR) Alternative program attempts to educate adolescents who have the ability to learn but are dysfunctional in school. The program serves students in grades 9-12 whose behaviors conform to the profile of students most likely to drop out of school. Most of the students who have participated in this "school-within-a-school" program are black. They have shown improvements in attendance, attitudes, and achievement. Other program goals could be accomplished if the program enters into a partnership with the Demonstration School Project (DSP) of the National Association of Black School Educators (NABSE). Elements of the DSP which can be of benefit to the CLEAR Alternative program are the following: (1) building school leadership; (2) developing a sense of mission; (3) establishing maximum expectations for students and staff; (4) developing academic and cultural excellence; (5) defining clear and specific curricula; (6) frequently monitoring student progress; (7) building a positive school climate; (8) involving parents and the community; and (9) promoting civic responsibility and participation by students and all school personnel. (VM)

ED 288 857
SP 029 638

Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models.

Maryland State Dept. of Education, Baltimore.; Research for Better Schools, Inc., Philadelphia, Pa.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 95p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; *Program Development; Socialization; *Staff Development; Teacher Effectiveness; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction

Intended for educational leaders, this three-section monograph presents information and perspectives regarding support given to beginning teachers. The first section reviews a variety of perspectives on the purposes that teacher induction programs can serve. Among the perspectives discussed are those based on studies of beginning teachers' perceived needs, effective teaching research, teacher socialization, stages of concern, and adult development. Section II describes the types of support provided by different teacher induction programs, including specific descriptions of nine programs. The third section summarizes suggestions found in the literature regarding the design of teacher induction programs. A nine-page bibliography is included. (CB)

ED 288 764
SO 018 395

Deibel, Terry L.
Presidents, Public Opinion, and Power: The Nixon, Carter and Reagan Years. Headline Series No. 280.
Foreign Policy Association, New York, N.Y.
REPORT NO.- ISBN-0-87124-112-9
PUB DATE- Apr 87
NOTE- 77p.
AVAILABLE FROM- Foreign Policy Association, 729 Seventh Ave., New York, NY 10019 ($4.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Historical Materials (060)
DESCRIPTORS- *Foreign Policy; International Relations; *Presidents of the United States; *Public Affairs Education; *Public Opinion; Resource Units; Secondary Education; *Social Studies
IDENTIFIERS- Carter Administration; Nixon Administration; Reagan Administration

Compiled for use in classrooms, seminars, and discussion groups, this document examines changes and shifts in U.S. foreign policy during the Nixon, Carter, and Reagan presidential administrations. This book considers the foreign policy achievements of each administration that might become lasting or stabilizing factors in post-Reagan foreign policy and the positive and negative effects of a decline in national power, shifts in public opinion, and changes in presidential leadership. The Nixon-Kissinger emphasis on policies concerning China and the USSR are examined and contrasted to those of the Carter administration, which stressed global issues and problems, such as human rights. The Reagan administration's efforts to stress the importance of foreign policy leadership and emphasis on United States-Soviet relationships are highlighted. Elements which will be necessary for the development of successful foreign policy during the next presidential administration are considered, and discussion questions concerning the role and future direction of U.S. foreign policy are appended. Graphs and tables are included. (JHP)

ED 288 779
SO 018 499

Sankale-Semeteys, Eva, Ed.
Population Education in Africa. English Version.
United Nations Educational, Scientific, and Cultural Organization, Dakar (Senegal). Regional Office for Education in Africa.
PUB DATE- Jun 85
NOTE- 230p.; Educafrica is also published in French.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- Birth Rate; *Demography; *Family Life Education; *Family Planning; Foreign Countries; Overpopulation; Parenthood Education; *Population Education; Population Growth; Sex Education
IDENTIFIERS- *Africa; *Africa (Sub Sahara); Nigeria; Seychelles; Somalia

National conferences on population and development have recommended the integration of population issues into development planning by national governments. This book presents several ideas of practitioners in the field of population and family life education. Five articles in Part I focus on solutions to problems of introducing population education into school programs. Population education as a "foreign" concept in Africa must be overcome for effective education to occur. The problems of personnel training, using innovative educational procedures, and the technologies of population education are discussed. Part II deals with the progress made in various African countries. In Sierra Leone, a curriculum in population education was integrated with social studies in secondary schools and secondary teacher colleges. Since the introduction of family life programs in the Republic of Seychelles, the rate of teenage pregnancies has decreased and venereal diseases are more controlled. The National Programme of Population Education in Somalia is now in its fourth year. The school programme is a resource unit for other agencies concerned with population education. The population program in Nigeria attempts to ensure inclusion of population concepts into secondary education curricula and textbooks. Programs available to individual countries from UNESCO and a summary of each country's programs are provided. Part III presents three sets of recommendations for development of population education programs in sub-Saharan Africa. (SM)

ED 288 793
SO 018 587

Grade 12 Diploma Examinations Program: Social Studies 30. 1987-88 School Year.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Aug 87
NOTE- 33p.; For related document, see SO 018 589.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Course Content; Course Objectives; *Educational Testing; Foreign Countries; *Minimum Competency Testing; Secondary Education; Social Studies; Student Certification; Student Evaluation; Test Format; Test Manuals
IDENTIFIERS- *Canada

The purpose of this bulletin is to provide information to teachers and students about the 1988 Social Studies 30 Diploma Examination. The bulletin includes: (1) a description of the examination; (2) an outline of the objectives to be tested; (3) charts illustrating both the multiple-choice and written-response sections of the examination; (4) the scoring guide that will be used to score the essay assignment; (5) sample questions for both the multiple choice questions and the essay; and (6) modifications that have been made. The diploma examination is based on the 1981 Alberta (Canada) Social Studies Curriculum. Part A of the examination consists of 70 multiple-choice questions worth 70 percent of the total examination score. Part B consists of one essay worth 30 percent of the total examination. The knowledge, inquiry skills, and valuing objectives to be tested and lists the weight each area will be given in the test are outlined. The scoring guide for the essay outlines evaluation criteria for each of the dimensions to be evaluated: (1) the description of value position; (2) the defense of position; (3) a description of examples or case studies; and (4) the quality of language and expression. Representative sample questions are given for the different types of multiple-choice questions on the test. (SM)

ED 288 807
SO 018 646

Kemball, Walter G.; And Others

K-6 Geography: Themes, Key Ideas, and Learning Opportunities.

American Geographical Society, New York, N.Y.; Association of American Geographers, Washington, D.C.; National Council for Geographic Education.; National Geographic Society, Washington, DC.
PUB DATE- 87
NOTE- 50p.; Prepared by the Geographic Education National Implementation Project (GENIP). Partially funded by a grant from Rand McNally & Company, Educational Publishing Division. For related document, see ED 252 453.
AVAILABLE FROM- National Council for Geographic Education, Western Illinois University, Macomb, IL 61455 (1-9 copies: $6.00 each; 10-19 copies: $5.50 each; 20 or more: $5:00 each).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; Curriculum Evaluation; Curriculum Guides; Elementary Education; Geographic Concepts; Geographic Location; *Geography Instruction; Learning Activities; *Social Studies

This implementation guide is based upon the themes, geographic concepts, and suggested learning outcomes contained in "Guidelines for Geographic Education: Elementary and Secondary Schools." The central themes for geographic education are: (1) location (position on the earth's surface); (2) place (physical and human characteristics); (3) relationships within places (humans and environments); (4) movement (humans interacting on the earth); and (5) regions (how they form and change). Resources are given for preparing daily lesson plans, curriculum guidelines, and resource materials. Key ideas and learning opportunities for each grade level are developed around the five themes. Each learning opportunity statement is designed to include various levels of thinking and to direct attention to the knowledge, skills, and attitudes of geographic education. The central focus progresses from the study of self in space in kindergarten to the study of world regions at the sixth grade. The document can be used to evaluate existing programs or to develop new ones. A list of selected terms in geographic education is included. (SM)

ED 288 841
SP 029 588

Cannon, Haskell D.; And Others
Program for Learning Competent Teaching.
Northern Arizona Univ., Flagstaff. Center for Excellence in Education.
PUB DATE- 86
NOTE- 13p.; Paper presented at the International Conference on Improving University Teaching (12th, Heidelberg, West Germany, July 15-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Field Experience Programs; Higher Education; *Interdisciplinary Approach; Preservice Teacher Education; *Program Development; Program Evaluation; *Teacher Education Programs

The Program for Learning Competent Teaching is an on-site, preservice teacher training program sponsored by the Northern Arizona University's Center for Excellence in Education that attempts to incorporate more of the complexities of teaching than is possible in traditional on-campus lecture classes. The program is a cooperative effort of the university center and Flagstaff Public Schools. Fourteen credits of integrated reading, language arts, and field work are included in the program, which meets four hours daily. The program is conducted in a self-contained laboratory facility adjacent to an elementary school. Students study four program components: (1) academic content; (2) methods content; (3) teaching skills; and (4) personal development. First-year program evaluation indicated positive student gains in academic learning, teaching competencies, self-confidence, dedication, and teamwork and professionalism. (CB)

ED 288 875
SP 029 680

Barrett, Elden R.
Assertive Discipline and Research.
PUB DATE- [85]
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assertiveness; *Behavior Modification; *Behavior Problems; *Classroom Techniques; *Discipline; Elementary Secondary Education; Positive Reinforcement
IDENTIFIERS- *Assertive Discipline

Assertive Discipline is an outgrowth of Canter and Associates' professional efforts in both working directly with children with behavior problems and consulting with teachers on how to deal effectively with such children. Assertive Discipline is an in-depth approach to classroom and school discipline. Lee and Marlene Canter first published "Assertive Discipline: A Take Charge Approach for Today's Educator" in 1976. Over the past decade, Canter and Associates have trained over 500,000 teachers in this competency-based approach to classroom management. Despite Assertive Discipline's popularity with teachers and its acceptance by school districts across the nation, there are educators who express concerns and doubts about the approach and its effectiveness. Some of those educators have asked the following questions: "Does Assertive Discipline have a sound research base?" and "Has Assertive Discipline been researched as to its effectiveness?" This article is intended to answer those questions. (Author/JD)

ED 288 917
UD 025 883

Taylor, Lottie L.; Lackow, Norma
A. Philip Randolph Campus High School Student Handbook.
City Univ. of New York, NY. City Coll. A. Phillip Randolph Campus High School.
PUB DATE- 87
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Academic Achievement; College Preparation; *College School Cooperation; *Course Descriptions; Grades (Scholastic); Graduation Requirements; *Guides; Higher Education; High Schools; *School Organization; Student Organizations; Student Promotion; Success; *Urban Education
IDENTIFIERS- City University of New York City College; New York City Board of Education

A. Phillip Randolph Campus High School began in 1979 as a cooperative effort among the New York City Board of Education, the School of Education of the City University of New York, and City College of New York. High school students are able to use the educational resources of City College. The effort has been successful, especially as measured by the number of seniors who have been accepted at more than one college. This document is the student handbook for the high school. It summarizes the history and philosophy of the school. Information for students is presented on the following: (1) overview of the school and special programs; (2) resource personnel; (3) school rules and regulations; (4) grading policy; (5) promotion requirements; (6) graduation requirements; (7) sample student program; (8) course abbreviations; (9) course offerings and descriptions; (10) student organization; (11) school store; and (12) sample contract for a course that lists student responsibilities and teacher expectations. (VM)

ED 288 947
UD 025 929

Cole, Michael, Ed.; Griffin, Peg, Ed.
Contextual Factors in Education: Improving Science and Mathematics Education for Minorities and Women.
Wisconsin Center for Education Research, Madison.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Department of Education, Washington, DC.; Grant (W.T.) Foundation, New York, N.Y.; National Science Foundation, Washington, D.C.
PUB DATE- 87
NOTE- 118p.; Prepared for Committee on Research in Mathematics, Science, and Technology Education; Commission on Behavioral and Social Sciences and Education; and National Research Council.
AVAILABLE FROM- Center Document Service, Wisconsin Center for Education Research, 1025 West Johnson St., Madison, WI 53706.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Computer Assisted Instruction; Curriculum Development; *Educational Environment; Elementary Secondary Education; *Females; *Mathematics Curriculum; *Minority Groups; Program Implementation; School Effectiveness; *Science Instruction; Technology

This book summarizes research on the various ways that students' cultural backgrounds and innate ways of learning affect academic achievement. It also offers descriptions and recommendations for improving science and mathematics education for minorities and women, based on successful programs, that take these differences into account. The focus is on the development of constructive educational, environments in which women and minorities are offered enhanced opportunities to gain knowledge and to explore new technologies in math and science. The following eight chapters are included: (1) Introduction; (2) Spending Time on Learning; (3) Recontextualizing Tasks; (4) The Classroom Level; (5) Computers' Impact on the Context of Instruction; (6) Activity Systems at the Level of the School; (7) The School in the Community; and (8) Conclusions and Recommendations. A 10-page list of references is included. The appendix lists a subcommittee of 31 scholars whose deliberations as part of a committee to address how the context of instruction affects learning helped to produce this book. (VM)

ED 288 750
SO 017 873

Colarulli, Guy C.; D'Lugin, Victor F.
Political Science, Political Scientists, and the Baccalaureate Reform Movement.
PUB DATE- Aug 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Political Science Association (Washington, DC, August 28-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bachelors Degrees; *College Curriculum; *Curriculum Design; Curriculum Development; Curriculum Problems; Higher Education; *Integrated Curriculum; *Political Science; Teaching Methods; Undergraduate Study

This article reviews the Association of American Colleges' (AAC) report titled "Integrity in the College Curriculum: A Report to the Academic Community" in terms of its relevance to political science instruction at the undergraduate level. The report examines two issues: (1) political science as a core component of a general education curriculum; and (2) the role of the undergraduate major in political science. A shift in focus from the faculty as teacher to the student as learner is recommended. This requires an examination of all elements of the baccalaureate program in terms of the perspective of goals or outcomes the students must achieve upon completion of the degree. Specialization in undergraduate education helps to develop higher levels of sophisticated analytical ability. Integrative courses constructed with a unifying focus and a plan for sequential learning allow for a synthesis of knowledge and the development of critical thinking skills. An undergraduate political science curriculum with this approach is more coherent than the randomness that pervades most baccalaureate degrees today. (KWL)

ED 288 824
SP 029 545

Beyer, Barry K.
Practical Strategies for the Teaching of Thinking.
REPORT NO.- ISBN-0-205-10544-0
PUB DATE- 87
NOTE- 273p.
AVAILABLE FROM- Allyn and Bacon, Longwood Division, 7 Wells Avenue,
  Newton, MA 02159 ($30.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project
  Descriptions) (141)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education;
  *Learning Strategies; Postsecondary Education; *Skill Development;
  *Teaching Methods
IDENTIFIERS- *Thinking Skills

This book describes strategies, techniques, and principles that teachers can use to improve students' thinking skills. The strategies can generally be adaptated for any grade level or subject area. Chapters provide information on: (1) a rationale for the teaching of thinking; (2) thinking and thinking skills; (3) selecting and defining thinking skills and strategies for teaching; (4) organizing for the teaching of thinking; (5) introducing a thinking skill; (6) guiding practice in and applying thinking skills; (7) transferring and elaborating thinking skills; (8) helping students control and direct their own thinking; (9) assessing student thinking; and (10) teaching implications.

References are also provided. (CB)

ED 288 890
TM 870 623

National Assessment of Educational Progress: 1983-84 Public-Use Data Tapes, Version 3.1. Codebooks and Layouts, Grade 8/Age 13.

National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- 23 May 86
NOTE- 332p.; For related "Users' Guide," see TM 870 621.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 (set of TM 870 622-624, $50.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Software; *Computer Storage Devices; *Databases; Educational Assessment; Grade 8; Item Analysis; Item Sampling; Junior High Schools; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; *Statistical Data; Testing Programs
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document contains the codebooks and data record layouts for the 1983-84 Public-Use data tapes, Version 3.1. The Public-Use data tapes are created by the National Assessment of Educational Progress (NAEP) to provide outside researchers access to NAEP data. The entire book presents coded data collected on and from eighth graders and 13-year-olds, via student reading and writing tests, administered in a Balanced Incomplete Block (BIB) design; and questionnaires given to tested students, excluded students, teachers, and principals. It presents data files containing record layouts and codebooks for: (1) grade 8/age 13 student BIB data; (2) age 13 paced tape 64; (3) age 13 paced tape 65; (4) age 13 paced tape 66; (5) age 13 paced tape 67; (6) grade 8/age 13 excluded student questionnaires; (7) grade 8/age 13 teacher questionnaires; and (8) grade 8/age 13 school questionnaires. (FGL)

ED 288 903
TM 870 691

Posner, Michael I.
Structures and Functions of Selective Attention.
Washington Univ., St. Louis, Mo.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-87-5
PUB DATE- Jul 87
NOTE- 59p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
CONTRACT- N0014-86-K-0289
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Attention Deficit Disorders; Medical Research; *Neurological Impairments; *Neurological Organization; Neurology; *Receptive Language; Schizophrenia; *Visual Perception
IDENTIFIERS- *Brain Functions; Brain Research; Neuropsychology

While neuropsychology relates the neural structures damaged in traumatic brain injury with their cognitive functions in daily life, this report reviews evidence that elementary operations of cognition as defined by cognitive studies are the level at which the brain localizes its computations. Orienting of visual attention is used as a model task. The component facilitations and inhibitions in visual orienting are related to neural systems through the study of focal neurological lesions. Visual orienting is a part of a more general selective attention system that also involves orienting to language. Ability to be aware of and to act upon target events depends upon the connections of posterior orienting systems to anterior systems involved in target detection.

These pathways have been examined in studies of focal changes in cerebral blood flow during performance of language tasks. Although there is not available a general analysis of the mental operations performed by these anterior systems, there is some evidence relating the dorsolateral prefrontal and areas of the medial surface to aspects of focal selection. To study the generality of the attentional system developed in this report, the putative deficits of attention in disorders such as schizophrenia are examined. (Author/MDE)

ED 288 858
SP 029 645

Secondary Physical Education Program of Studies. 1987.
Alberta Dept. of Education, Edmonton.
PUB DATE- 87
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; *Educational Objectives; Foreign Countries; *Physical Education; Secondary Education; *Secondary School Curriculum; Student Centered Curriculum
IDENTIFIERS- Alberta

Physical education guidelines are presented for Alberta, Canada secondary school students. Sections discuss program rationale and philosophy, focusing on a student-centered instructional philosophy that fosters self-initiated participation in developing healthy lifestyles, goals, learner outcomes, content, exemptions, requirements, and resources. Five goals and learner outcomes of secondary physical education are presented. Topics covered include aquatics, games, outdoor pursuits, dance, individual activities, gymnastics, and fitness. Major outcomes for each area are discussed. (CB)

ED 288 932
UD 025 910

Wirtz, Philip W.; And Others
Intense Employment While in High School: Are Teachers, Guidance Counselors, and Parents Misguiding Academically-Oriented Adolescents? Graduate Institute for Policy Education and Research Working Paper.
George Washington Univ., Washington, D.C. Graduate School of Arts and Sciences.

PUB DATE- 87
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Academic Achievement; *Grade Point Average; High Schools; *High School Students; *Part Time Employment; Scheduling; Student Role; Work Experience; *Working Hours

Recent research links intense (more than 20 hours per week) part-time employment of high school students with lower grade point averages. This study questions students' awareness of such findings. A sample of 446 college-oriented high school students who hold jobs in fast food restaurants were studied. The findings confirmed the negative relationship between intense work and grade point average. The results suggest that students who work do not perceive any effects of the job on their school work. Neither do they perceive any less approval from their parents, teachers and other school officials. Despite their intentions to go to college, some students receive endorsements of their intense work from school personnel. Responsible adults must change this practice. (VM)

ED 288 765
SO 018 396

The Major Project in the Field of Education in the Latin American and Caribbean Region. Bulletin 10-11.
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Dec 86
NOTE- 80p.; Document title variation occurs on the table of contents page.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Literacy; *Bilingual Education; Bilingual Education Programs; Foreign Countries; Illiteracy; Literacy; Literacy Education; *Rural Education; Rural Schools; *Teacher Education; Teacher Education Programs
IDENTIFIERS- *Caribbean Islands; *Latin America

The Major Project in the Field of Education stresses renewed and intensive efforts by Latin American and Caribbean Island countries to provide the resources and training necessary to meet basic education needs by the year 2000. This document examines project achievements, innovations, and problems through 1986 in the areas of rural education, adult education, bilingual education, and teacher training. Arvelio Garcia discusses the changes and expansion of rural education and literacy programs in "Experiences of Educational Innovations: Cuba, Ecuador, Nicaragua, Costa Rica." In "Progress in Bilingual Education in Costa Rica during 1986," Massimo Amadio and Guillermo Segura describe efforts to promote education appropriate to Costa Rica's linguistic and cultural characteristics. Jose Rivero, in "Adult Education in Latin America: Requirements and Strategies for the Training of Staff," discusses: (1) the current status of adult education; (2) crisis policies and strategies; and (3) teacher training, while Felix Chaparro describes "Alternatives in Basic Education for Adults." The concepts of appropriation, control, resistance, negotiation, and reproduction in relation to primary schools are considered by Justa Ezpeleta in "School and Teachers: Half-Way between Hypothesis and Deductions." A list of UNESCO Latin American and Caribbean region activities, meetings, and workshops is included. (JHP)

ED 288 780
SO 018 521

Smith, Robert Charles; Lischin, Stevi
Pathways of the American Peace Movement and the Increasing Role of Intercultural Relations.
PUB DATE- 28 Mar 86
NOTE- 17p.; Paper presented at the Annual Conference of the International Studies Association (27th, Anaheim, CA, March 28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Conflict Resolution; *Disarmament; *International Relations; International Studies; Multicultural Education; *Peace; *World Affairs
IDENTIFIERS- Conscientious Objectors; Pacifism

Four major pathways the U.S. peace movement has followed may be identified as: (1) pacifism; (2) conscientious objection; (3) antimilitarism; and (4) internationalism. Those individuals following pacifism have held a personal dedication to participate in no war or violent revolution. Conscientious objectors have held a selective objection against participation in one particular war but not necessarily in another. Those individuals following antimilitarism oppose military influence over civil affairs. Internationalists have held the commitment to build among nations the institutional mechanisms necessary to preserve order and provide non-violent means for resolving disputes. The peace movement of the 1980s is typified by the four part program of a new postwar coalition opposed to the arms race, called the Mobilization for Survival. The coalition pressed to eliminate nuclear weapons and nuclear power, to stop the arms race, and to fund human needs. Those in the peace movement can open new pathways by breaking resistance to the peace movement such as increasing their understanding of media and avoiding the images that detract from their essential purpose. An important step will be taken when intercultural relations become an integral part of the peace movement. The basic rationale for including intercultural relations in the peace movement is that the more the people of the world know of one another, the less discord and distrust there will be among them. (SM)

ED 288 794
SO 018 588

Student Achievement Testing Program Bulletin: Grade 3 Social Studies. 1987-88 School Year.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Sep 87
NOTE- 24p.; For related document, see ED 250 250 and SO 018 573.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Achievement Tests; Course Content; Course Objectives; *Educational Testing; Elementary Education; Foreign Countries; Grade 3; *Social Studies; Student Evaluation; Test Format; Test Manuals
IDENTIFIERS- *Canada

This bulletin provides general information about the achievement testing program and a description of the grade three achievement test. The general information section elaborates on the aspects of the test which involve: (1) the test's purpose; (2) the nature of the test; (3) exemptions from the test; and (4) information concerning students receiving test instructions in French. The description of the test includes: (1) an outline of the objectives to be tested; (2) the test blueprint; (3) sample questions that demonstrate the nature and complexity of the test questions; and (4) reporting categories. The test is based on the 1981 Alberta (Canada) Social Studies Curriculum. All test questions are drawn from the content of three topics: interdependence of communities in Canada today; Canadians lifestyles in past decades; and lifestyles in culturally distinctive communities. Test questions are designed around values, knowledge, and skill (inquiry) objectives. A chart delineates the weights assigned to each of the different topic areas and objectives categories. Each of the sample questions is classified according to the topic and objective on which it is based. (SM)

ED 288 842
SP 029 589

Bauer, Norman J.
An Agenda for Improving Teacher Preparation in New York State: Knowledge Base and Programmatic Structure.
PUB DATE- May 87
NOTE- 24p.; Paper presented at the Annual Conference of the Confederated Organizations for Teacher Education (Syracuse, NY, April 30-May 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Improvement; Educational Policy; Higher Education; Instructional Development; Liberal Arts; *Preservice Teacher Education; Teacher Educators; Teacher Role; *Theory Practice Relationship

This paper attempts to: (1) construct two intellectual categories within which emerging teacher education knowledge can be embedded; (2) develop a possible collegiate sequence, or a programmatic scheme, that incorporates this knowledge base in teacher preparation; and (3) generate from this knowledge base and programmatic scheme an initial agenda for policymakers in establishing the framework within which teacher preparation in New York might be systematically improved. The development of two categories, Educology and Pedagogy, is based on four assumptions involving: (1) knowledge not being pursued in teacher education programs; (2) differences between the discipline of education and other disciplines; (3) the need to revise the programmatic scheme of teacher education; and (4) the role of teacher educators and policymakers in pursuing knowledge to be incorporated into teacher education programs. These assumptions are discussed, and the development of the scheme is described. (CB)

ED 288 876

SP 029 687

Yarber, William L.
AIDS Education: Curriculum and Health Policy. Fastback 265.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.

REPORT NO.- ISBN-0-87367-265-8
PUB DATE- 87
NOTE- 60p.
AVAILABLE FROM- Phi Delta Kappa, Eighth Street and Union Avenue, Box 789, Bloomington, IN 47402 ($0.90).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Curriculum Development; Elementary Secondary Education; *Health Education; *Policy Formation; Prevention; *School Policy; *School Responsibility; Sex Education

This monograph is designed to provide educators with a concise and reliable source of information for developing an Acquired Immune Deficiency Syndrome (AIDS) curriculum and for establishing school health policies for dealing with students and personnel with AIDS. Instructor qualifications for AIDS education are discussed, along with community involvement in AIDS education. Appended are answers to the AIDS knowledge self-test, selected resources for AIDS education and health policy, and an AIDS summary sheet. (JD)

ED 288 918
UD 025 891

Welfare Simplification: State's Views on Coordinating Services for Low-Income Families. Fact Sheet for Congressional Requesters.
General Accounting Office, Washington, D.C. Div. of Human Resources.

REPORT NO.- GAO/HRD-87-110FS
PUB DATE- Jul 87
NOTE- 96p.
AVAILABLE FROM- General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies, free; over 5, $2.00 each).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Economically Disadvantaged; Eligibility; *Federal Aid; *Federal Programs; Low Income Groups; *Organizational Development; Poverty; *Program Administration; Program Budgeting; Resource Allocation; *Welfare Services
IDENTIFIERS- Aid to Families with Dependent Children; Food Stamp Program; Medicaid

This fact sheet summarizes responses by 49 states (Massachusetts did not respond) to the General Accounting Office questionnaire on state efforts to integrate human services programs. The questionnaire focused on low income families. Responses to the questionnaire indicate the following: (1) 23 states have integrated all their service delivery units for the three major benefit programs: Aid to Families with Dependent Children, Medicaid for the Categorically Needy; and Food Stamps; (2) 48 states would like to achieve more service integration; (3) 30 states have started at least one service integration demonstration project since October 1, 1983; (4) 14 states have considered legislation related to service integration since January 1, 1985; (5) among the most frequent obstacles to integration of services are the number of regulations applying to the programs, and the fact that different programs use different financial eligibility requirements; (6) coordination among state officials is greater at the program level than at higher levels; and (7) the three reasons most often given by states for eligible families not receiving benefits are transportation difficulties, lack of local outreach services, and insufficient funds for limited-funding programs. The fact sheet presents state responses to the questionnaire in statistical form. Appendices include program descriptions, state questionnaire results for obstacle factors, and state questionnaire results for state and local actions. (PS)

ED 288 948
UD 025 930

Jobs for Employable Dependent Individuals Act. Hearing on S. 514 To Amend the Job Training Partnership Act To Establish an Incentive Bonus for the Successful Placement of Certain Employable Dependent Individuals, To Provide Targeting of Assistance from Certain Carryover Funds for Such Individuals, and for Other Purposes before the Subcommittee on Employment and Productivity of the Committee on Labor and Human Resources. United State Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hrg-100-163
PUB DATE- 6 Mar 87
NOTE- 44p.; Some pages contain small, light broken type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Employed Parents; *Federal Legislation; Hearings; *High Risk Persons; *Incentives; *Job Placement; *Job Training; Productivity; Social Services; Welfare Recipients; Youth Programs
IDENTIFIERS- Congress 100th; *Job Training Partnership Act 1982 Title III

The Senate Committee on Labor and Human Resources empaneled a subcommittee to investigate the possible employment of individuals who are dependent on public assistance, and proposed such an amendment to the Job Training Partnership Act. The amendment would establish an incentive bonus for the successful placement of welfare recipients in jobs. Young welfare mothers would be the priority target population for skill improvement and job placement. Testimony at a subcommittee hearing focused on the possibilities of linking the welfare system with several existing job programs. The need for support services such as day care and transportation was discussed. Representatives of states asked for flexible rules so that each state can design the work program in ways appropriate to the local context. The proposed amendment was endorsed by the Council of the Great City Schools with the caution that the legislation should not be over regulatory and should not require a substantial amount of paperwork. (VM)

ED 288 751
SO 017 899

Herbert, James, Ed.
Academic Preparation in the Arts: Teaching for Transition from High School to College. The Academic Preparation Series.
College Entrance Examination Board, New York, N.Y.
REPORT NO.- ISBN-0-87447-221-0
PUB DATE- 85
NOTE- 101p.; For other books in the series, see ED 269 812, ED 272 434 and ED 276 293.
AVAILABLE FROM- College Board Publishers, Box 886, New York, NY 10101 ($6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Academic Education; Art; Art Activities; Art Appreciation; *Art Education; Art Teachers; *College Preparation; Course Content; Course Objectives; Curriculum Design; *Curriculum Development; Curriculum Enrichment; High Schools; *Secondary School Curriculum; *Transitional Programs
IDENTIFIERS- Equality Project

Prepared as a sequel to the College Board Educational Equality Project's "Academic Preparation for College: What Students Need To Know and Be Able To Do," this book examines curricular ideas, teaching strategies, arts learning rationales, and related issues. The arts are defined as separate fields of study which offer a distinctive contribution to high school students' preparation for college. Creating or performing art works, learning to analyze and evaluate art, and knowing art works of various periods and cultures can teach students to understand and pursue quality, to be expressive and responsive, to exercise their imaginations, and to be interested in the visions and imaginations of others. Teachers must help students develop the special knowledge, sensitivity, and skills that training in the arts require. Selected arts courses are presented to illustrate how students might achieve the goals of production and performance skills, abilities in analysis and evaluation, and knowledge of the cultural contexts and historical development of the arts. The development of outstanding arts courses and the utilization of arts education to assist students in achieving basic competencies in reading, writing, speaking, listening, mathematics, reasoning, and studying is described. Art teachers are encouraged to develop curricula which achieve and maintain excellence in arts education for all high school students. (JHP)

ED 288 808
SO 018 649

Gill, Wanda E.
Gender Bias in the Courts.
PUB DATE- [87]
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Battered Women; *Court Judges; *Courts; Displaced Homemakers; Divorce; Employed Women; Law Related Education; *Lawyers; Rape; *Sex Bias; *Sex Discrimination; Victims of Crime

The term gender bias was coined by the National Judicial Education Program to Promote Equality for Women and Men in the Courts and is defined as the predisposition or tendency to think about and behave toward people primarily on the basis of their sex rather than their status, professional accomplishments, or aspirations. An effective method for documenting the extent and nature of gender bias is the task force approach. Data collection methods used in task force studies included: (1) interviews with judges; (2) analysis of statistical materials from the administrative office of the courts and other state and federal agencies; (3) review of cases on substantive law in the areas of damages, domestic violence, juvenile justice, matrimonial law, and sentencing; (4) surveys on gender bias at state bar association regional meetings; and (5) surveys distributed to attorneys throughout the United States. Several states that carried out task force studies of gender bias have reported similar findings. Women receive unequal treatment in the areas of divorce, domestic violence, personal injury litigation, rape, and juvenile justice. Women attorneys, judges, and employees of the courts receive demeaning and unequal treatment from other attorneys and judges. All the task force studies made recommendations to sensitize court officers about the problem of gender bias and to ameliorate the effects of such bias. (SM)

ED 288 825
SP 029 546

Niskanen, Vesa A.
Some Principal Results of the Studies Carried Out in the Research Project on Instructional Material. Research Bulletin 66.
Helsinki Univ. (Finland). Dept. of Education.
REPORT NO.- ISBN-951-45-4448-X
PUB DATE- 87
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Foreign Countries; *Instructional Materials; *Media Selection; *Teacher Attitudes
IDENTIFIERS- *Finland

A research project examined the development and use of instructional materials in Finland's schools. Aspects investigated included instructional aims, pupils' entry levels, teaching methods, and evaluation. This document reports on the principal results of the project, and covers the following topics: (1) a brief concept analysis of the instructional materials; (2) teachers' assessments of instructional materials in comprehensive schools; (3) results concerning the availability of automatic data processing (ADP) devices and the conditions for ADP instruction in upper secondary schools; (4) experiences gained by teachers and pupils from instructional materials in course-based upper secondary schools; and (5) the basis for establishing some of the principal criteria for the assessment of instructional materials and rankings of these criteria. (Author/CB)

ED 288 859
SP 029 647

Schechter, Ellen; And Others
The New Jersey Provisional Teacher Program. A Third Year Report.
New Jersey State Dept. of Education, Trenton.
PUB DATE- Nov 87
NOTE- 31p.; For the second year report, see ED 276 710.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Special Degree Programs; *State Programs; Teacher Background; *Teacher Certification; Teacher Characteristics; *Teacher Qualifications
IDENTIFIERS- *Alternative Teacher Certification; *New Jersey; Provisional Certification

This document discusses New Jersey's alternate route to teacher certification, formerly called the Provisional Teacher Program, that enables school districts and nonpublic schools to employ non-education major college graduates as teachers. The program is now in its third year of operation. Part I of this report addresses program growth from various perspectives, including candidate interest and eligibility, the various characteristics of employed provisional teachers, and program utilization by the state's public and nonpublic schools. Part II focuses upon program implementation since September 1986. Information regarding employment patterns of provisional teachers, the qualitative characteristics of the 1987-88 group, and program completion and attrition among the 1986-87 group is presented, and the backgrounds and qualifications of the 1987 "Dodge Fellows"--exemplary provisional teachers who receive grants to pursue advanced study in their respective fields--are also described. (CB)

ED 288 891
TM 870 624

National Assessment of Educational Progress: 1983-84 Public-Use Data Tapes, Version 3.1. Codebooks and Layouts, Grade 11/Age 17.

National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
PUB DATE- 23 May 86
NOTE- 341p.; For related "Users' Guide," see TM 870 621.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 (set of TM 870 622-624, $50.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Computer Software; *Computer Storage Devices; *Databases; Educational Assessment; Grade 11; High Schools; Item Analysis; Item Sampling; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; *Statistical Data; Testing Programs
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document contains the codebooks and data record layouts for the 1983-84 Public-Use data tapes, Version 3.1. The Public-Use data tapes are created by the National Assessment of Educational Progress (NAEP) to provide outside researchers access to NAEP data. The entire book presents coded data collected on and from 11th graders and 17-year-olds, via student reading and writing tests, administered in a Balanced Incomplete Block (BIB) design; and questionnaires given to tested students, excluded students, teachers, and principals. It presents data files containing record layouts and codebooks for (1) grade 11/age 17 student BIB data; (2) age 17 paced tape 64; (3) age 17 paced tape 65; (4) age 17 paced tape 66; (5) age 17 paced tape 67; (6) grade 11/age 17 excluded student questionnaires; (7) grade 11/age 17 teacher questionnaires; and (8) grade 11/age 17 school questionnaires. (JGL)

ED 288 904
TM 870 696

Schuyler, Nancy B.; Turner, Belinda O.
Retention or Promotion: Have Policies Passed or Failed? 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.

REPORT NO.- AISD-ORE-86-31
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Academic Failure; *Academic Standards; Dropout Rate; Educational Policy; Elementary Secondary Education; *Grade Repetition; *Low Achievement; School Districts; School Holding Power; School Statistics; Special Programs; State Legislation; Student Needs; *Student Promotion
IDENTIFIERS- *Austin Independent School District TX; House Bill 72 (Texas 1984)

The number of students retained in grade in the Austin (Texas) Independent School District (AISD) has increased dramatically since new promotion policies were instituted in 1981 and Texas House Bill (HB) 72 was passed. Elementary school promotion is now tied to mastery of essential skills; secondary students must meet attendance requirements, as well as maintain an average of 70 in all courses and a minimum of 70 in certain required courses. In AISD in 1986-87, 4,118 students are repeating part or all of a grade, especially in grades one, seven, and nine. AISD spends approximately $3,500 per student to provide an extra full year of instruction. Research shows that retention has not helped most elementary students overcome their deficit in learning in the long run. It appears best to provide alternative instruction without retaining most low achievers. Special programs such as summer school, transitional classes, Transitional Academic Program, and Academic Incentive Program could help to reduce the number of retainees. If retained, students also need special instruction. At the secondary level, minimizing the number of credit units repeated, providing intense remediation in basic skills, and promoting students as soon as possible may decrease the dropout rate. (Author/JGL)

ED 288 933
UD 025 912

Ediger, Marlow
The Urban School Curriculum.

PUB DATE- 87
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Philosophy; Elementary Secondary Education; Existentialism; Learning Centers (Classroom); Problem Solving; Realism; Student Interests; *Urban Education
IDENTIFIERS- Idealism

This opinion paper concentrates on changes in instruction and educational philosophy necessary if urban schools are to become more effective. Learning principles for these schools should be the following: (1) teachers should assist students in developing and maintaining interest; (2) learning experiences should be meaningful; (3) students must experience challenge and success; (4) there must be a purpose to the learning; and (5) there must be balance among cognitive, affective, and psychomotor objectives. The philosophical schools of thought which can provide direction for urban schools are the following: (1) experimentalism with many problem solving exercises; (2) idealism in which the mental achievements and ideas of the students dominate; (3) realism or knowing the world as it truly exists; and (4) existentialism stressing the need for the students learning to choose and select on an individual basis. (VM)

ED 288 795
SO 018 589

Diploma Examinations: Curriculum Specifications for Social Studies 30. Revised Edition.

Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- Apr 87
NOTE- 52p.; For related document, see ED 250 250 and SO 018 587.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Objectives; Curriculum; Foreign Countries; Secondary Education; *Social Studies; Specifications; *Student Evaluation; Study Guides; *Testing
IDENTIFIERS- *Canada

These curriculum specifications are based on the prescribed content and objectives of the 1981 Alberta (Canada) Social Studies Curriculum for Grade 12. The purposes of these specifications are to: (1) identify specific course content, objectives, and relative weightings that should be considered in evaluating student progress and achievement; and (2) delineate the specific content and objectives for which diploma examination test items might be developed. Section 1 of the document contains the rationale. Section 2 specifies the content and objectives that are eligible for classroom testing and outlines a recommended weighting system for consideration by teacher, school authorities, and test developers. Types of objectives included in the curriculum concern values, knowledge, and skill (inquiry) objectives. Knowledge objectives are structured around the two major topic areas of political and economic systems and co-operation and conflict among states. Skill objectives are structured around inquiry and participatory skills. Section 3 indicates the weighting system that will be used by the Student Evaluation and Records Branch of Alberta Education in developing the diploma examination. Tables depict the relative emphasis of course objectives and content and weightings for Social Studies 30 provincial diploma examinations. (SM)

ED 288 843
SP 029 590

Nelson, David; Sandness, Wesley
Self-Evaluation in Student Teaching: A Reanalysis.
PUB DATE- 19 Oct 86
NOTE- 19p.; Paper presented at the Annual Convention of the Midwest Educational Research Association (Chicago, IL, October 19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Cooperating Teachers; Higher Education; Preservice Teacher Education; *Self Evaluation (Individuals); *Sex Differences; *Student Teacher Attitudes; *Student Teacher Evaluation; Student Teacher Supervisors

This study examined how grade level and gender affected student teachers' self-ratings and faculty and field supervisors' ratings of student teachers' performance. The sample consisted of 47 preservice students in a medium-size Texas university. The Texas Performance Evaluation Instrument was administered in the second semester, at the end of a 12-week student teaching block. Independent ratings were obtained from 47 supervisors and 6 faculty supervisors immediately after the practice teaching session. Results indicated that, in general, both elementary and secondary school student teachers accorded themselves higher self-ratings than either field or college supervisors. Supervisors generally agreed in their ratings of secondary school teachers, but not elementary school teachers. Females' ratings tended to agree with supervisors' ratings more than males' ratings. (CB)

ED 288 877
SP 029 690

Cruickshank, Donald R.; And Others
Simulations and Games: An ERIC Bibliography, 1979-1986.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 87
NOTE- 177p.; For the 1979 edition, see ED 177 149.
CONTRACT- 400-83-0022
AVAILABLE FROM- ERIC Clearinghouse on Teacher Education, American Association of Colleges for Teacher Education, One Dupont Circle, N.W., Suite 610, Washington, DC 20036-2412 ($18.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Reference Materials - Bibliographies (131) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Adult Education; *Computer Assisted Instruction; *Educational Games; *Educational Resources; Educational Technology; Elementary Secondary Education; Higher Education; *Instructional Materials; Learning Activities; Learning Strategies; *Simulation

This subject bibliography on simulations and games in education is composed of three parts. First there is an index of the 60 categories covered--e.g., Administrator Education, Exceptional Children, Physical Education, Teacher Education. Next there is an overview or short description of each of the 60 categories. Finally, there is the bibliography itself; the resource materials are in alphabetical order within the categories. ED (ERIC Document) numbers indicate that the entry comes from "Resources in Education." An EJ (ERIC Journal) prefix indicates that the entry is listed in the "Current Index to Journals in Education." (JD)

ED 288 766
SO 018 408

Lee, Ronald T., Ed.; And Others
The Ideabook for Arts in Education: Resource Guide 1. The Arts and Learning: Interdisciplinary Resources for Education.
New York State Education Dept., Albany.
SPONS. AGENCY- New York State Council on the Arts, New York.
PUB DATE- 87
NOTE- 36p.; This project was also supported by the New York Foundation for the Arts.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; Creative Art; Creativity; Curriculum Design; Curriculum Enrichment; Dance Education; Elementary Education; History Instruction; Instructional Materials; *Interdisciplinary Approach; *Music Activities; School Libraries; Science Education; Social Studies; *Student Projects; Teaching Methods; Theater Arts
IDENTIFIERS- *Radio Plays

Ideas about the arts and their place in the classroom are elaborated through this series of essays. "Radio Plays: A Close Encounter with Another Medium" (Norton A. Roman) discusses the use of old radio plays in the classroom. "Dynamic Dinosaurs" (Kathy Vajda) describes teaching a unit on dinosaurs to a kindergarten class. Lilyan Abramson combines reflections about her own experience as a child/student with a review of some of her own practices as an elementary school teacher in "The Arts in Social Studies." A teaching unit is described in "Nocturnal Animals" (Faye D. Freeman) in art, music, dance, and drama are used in studying the habits and activities of nocturnal animals. "Music in the Classroom" (Clivetta Johnson) discusses her experience as a music teacher reassigned to a fifth grade classroom and her integration of music into the basic curriculum. "The School Library Media Center" (Rhoda Katzenstein) describes some of the ways classroom teachers, art educators, and librarians can provide a coordinated approach to learning about the different arts, and how they can be coordinated with other subject areas. Each essay includes suggested student activities. (AEM)

ED 288 781
SO 018 531

Social Studies Graded Course of Study.
Stark County Dept. of Education, Louisville, Ohio.

PUB DATE- 81
NOTE- 414p.; Printed on colored paper.

LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anthropology; *Concept Formation; Concept Teaching; *Course Content; Curriculum Development; Curriculum Guides; Economics; Elementary Secondary Education; Geography; Political Science; Psychology; *Social Studies; Sociology; State History; United States Government (Course); United States History; World History
IDENTIFIERS- Ohio

Basic social studies concepts and corresponding generalizations serve as the overall framework holding together the changing content of the curriculum in this guide. The K-6 organization of skills and concepts reflects an integrated social studies curriculum representing all the social sciences. The K-6 scope and sequence integrates five major content strands which include: (1) history/cultures (U.S. and world), (2) geography, (3) social (anthropology, sociology, psychology), (4) government/civics, and (5) economics. Concepts from each of these content strands are introduced at appropriate levels, and learning outcome statements are provided for teaching the concepts from each content strand. The secondary curriculum (7-12) includes the following courses: (1) Ohio history, government, and geography; (2) U.S. history; (3) world history/cultures; (4) political science; (5) social psychology; (6) sociology; (7) economics; and (8) geography. Learning outcome statements are coordinated with basic concepts and skills for each course along with goals and content outline. The guide concludes with a discussion of evaluation and a 19-item bibliography. The curriculum development model used to develop the courses is appended. (SM)

ED 288 809
SP 028 819

Seidenwurm, Jerry; Phillipp, Annette
"Healthful P.E." Albuquerque Public Schools--Lovelace Physical Fitness Pilot Program and "Healthful P.E." Evaluation Update.
Albuquerque Public Schools, N. Mex.
PUB DATE- Nov 86
NOTE- 36p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cooperative Programs; Health Education; *Life Style; *Physical Education; *Physical Fitness; *Program Effectiveness; Program Evaluation; School Districts; Secondary Education; *Student Improvement
IDENTIFIERS- Albuquerque Public Schools NM

Results of two evaluations of a 3-year physical fitness pilot program, developed by the Lovelace Medical Foundation and the Albuquerque Public Schools to upgrade the health and physical fitness status of adolescent students, are presented. Adolescent risk factors addressed by the project are discussed, including smoking, substance abuse, poor nutrition, stress, inadequate exercise, and lack of health knowledge. The program's various course offerings are also detailed as well as evaluation components. Positive scores in terms of student reaction, parent reaction, increased health knowledge, fitness, and blood chemistry are noted. Implications for the program's future are discussed. (CB)

ED 288 826
SP 029 549

Beck, Wesley W., Jr.; And Others
Leadership Development in the Wild: "Jenks Wild."
PUB DATE- Nov 87
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; Institutional Environment; *Instructional Leadership; *Interprofessional Relationship; *Leadership Training; *Middle Schools; Program Development; *Staff Development; Teamwork

The "Jenks Wild" project was developed at the Jenks Central Middle School (Oklahoma) to train middle school teachers in leadership development. The training program involved teacher, student, parent, community, and administrative representatives and emphasized experiences that helped participants to recognize the value of other dimensions of the school experience. A "school-out-of-doors" approach was used to stress the various dimensions of leadership, and each group of participants had differing assignments to reach the collective goal of strengthening leadership within its own group and within the total school structure. (CB)

ED 288 860
SP 029 648

Inservice for Instructional Excellence: A Model in Progress.

PUB DATE- 2 Dec 87
NOTE- 48p.; Materials presented at the Annual Conference of the National Staff Development Council (Seattle, WA, November 30-December 4, 1987). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Elementary Secondary Education; *Inservice Teacher Education; *Peer Teaching; *Program Design; *Program Development; Program Effectiveness; *Program Evaluation; School Cadres

This model for an inservice program designed to provide training in peer coaching for teachers contains information sheets on the following: (1) elements of an effective program; (2) program purpose; (3) program components; (4) program content; (5) program assessment; (6) what teachers say about peer coaching; (7) why coach; (8) preconditions for coaching; (9) peer observation process and objectives; (10) preconference forms and questions; (11) postconference forms and questions; (12) peer coaching team's evaluation form; (13) local district guidelines for peer coaching; and (14) local district assessment of peer coaching. (JD)

ED 288 919
UD 025 892

Worthley, Karin Marie Evenson
Learning Style Factor of Field Dependence/Independence and Problem Solving Strategies of Hmong Refugee Students.
PUB DATE- Jul 87
NOTE- 172p.; Master's Thesis, University of Wisconsin-Stout.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Asian Americans; Cognitive Processes; Cognitive Style; *Field Dependence Independence; *Learning Strategies; Personality Measures; *Problem Solving; Refugees; *Young Adults
IDENTIFIERS- Group Embedded Figures Test; *Hmong

This research examined the learning style factor of field dependence/independence and the problem solving strategies of Hmong male refugee students 17 years old and older who were attending or planning to attend post secondary education institutions in Wisconsin and Minnesota. The research was conducted from July 1986 to July 1987 to test two hypotheses: that no significant difference existed between the mean scores of Hmong subjects and those of the norm group on the Group Embedded Figures Test, and that there was no significant relationship between the learning styles of the subjects and their problem solving strategies. The subjects were first tested in groups with the Group Embedded Figures Test. Then each subject was individually interviewed regarding the problem solving strategies he used to take the test. Two major results were found. First, the sample group was found to be primarily field dependent with statistical significance at the 0.01 level. Second, a positive relationship was found to exist between the learning styles of subjects and their problem solving strategies with statistical significance at the 0.001 level. Major conclusions are that Hmong male students 17 years old and older attending or planning to attend post secondary education institutions tend to be primarily field dependent in learning style, and to use primarily global problem solving strategies; and that a positive relationship exists between their learning styles and their problem solving strategies. An extensive list of references is included. (Author/PS)

ED 288 949
UD 025 931

Prenatal Care: Medicaid Recipients and Uninsured Women Obtain Insufficient Care. Report to the Chairman, Subcommittee on Human Resources and Intergovernmental Relations, Committee on Government Operations, House of Representatives.

General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-137
PUB DATE- Sep 87

NOTE- 178p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Birth; *Females; *Health Insurance; *Health Needs; Medical Care Evaluation; Mother Attitudes; Neonates; *Pregnancy; Urban Problems; *Welfare Recipients
IDENTIFIERS- *Medicaid; *Prenatal Care

Women who had no health insurance or who were enrolled in Medicaid were interviewed to determine the extent of their prenatal care. Those most likely to obtain insufficient care were the women who were uninsured, poorly educated, Black or Hispanic, or teenagers from large urban areas. Barriers to earlier or more frequent prenatal care were the following: (1) lack of money to pay for the care; (2) lack of transportation to the health care provider; and (3) unawareness of pregnancy. More research is needed on the provision of prenatal care especially for poor urban populations. It is recommended that Medicaid eligibility be expanded to reduce lack of money as a barrier. Block grants should be awarded for the development of local prenatal care services. Appendices, tables, and figures provide the statistical information that informs the conclusions. (VM)

ED 288 752
SO 017 969

A Packet of Elementary Classroom Activities To Teach Students about Sex Role Stereotyping.

Michigan State Dept. of Education, Lansing. Office for Sex Equity.

PUB DATE- Sep 82

NOTE- 41p.; For related documents, see SO 017 970 and SO 017 979.

AVAILABLE FROM- Michigan Department of Education, Office for Sex Equity in Education, 622 Michigan Tower Building, P.O. Box 30008, Lansing, MI 48909.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; Class Activities; Educational Media; Elementary Education; Instructional Materials; Learning Activities; Resource Materials; Resource Units; *Sex Bias; *Sex Fairness; *Sex Role; *Sex Stereotypes

IDENTIFIERS- Anthony (Susan B); Noether (Emmy)

Designed to help elementary school students understand sex role stereotyping, these classroom activities have been compiled from sex equity projects at local, state, and national levels. The selection criteria included: (1) appeal to elementary students; (2) the inclusion of mathematics or language arts exercises within an activity; and (3) usefulness in sex role stereotyping instruction. Nine worksheet activities feature lessons on role predicting, sex stereotyping within selected race and ethnic groups, a comparison of male and female incomes, and puzzles featuring Susan B. Anthony and Emmy Noether. Four specific situations and accompanying discussion questions are included in which student perceptions of specific sex roles can be identified and compared; and homework assignments, involving evaluations of television programs, advertisements, and male/female shopping patterns, are described. Class projects are suggested to explore careers in science, interaction with persons of the opposite sex, the sex and the role of main characters in storybooks, and birthday celebrations of outstanding women. Surveys, quizzes, and games are also included. (JHP)

ED 288 892
TM 870 625

Johnson, Eugene G.; And Others
National Assessment of Educational Progress: 1985-86 Public-Use Data Tapes, Version 1.0. Users' Guide.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- Aug 87
NOTE- 140p.; For related "Codebooks and Layouts," see TM 870 626-628.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 ($25.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Achievement; Computer Software; *Computer Storage Devices; Data Analysis; *Databases; *Data Collection; Data Interpretation; Educational Assessment; Elementary Secondary Education; Latent Trait Theory; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; Reading Tests; Sampling; *Statistical Analysis; Testing Programs; Writing Evaluation
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document is the users' guide for Version 1.0 of the Public-Use data tapes compiled by the National Assessment of Educational Progress (NAEP), 1985-86. The Public-Use tapes are produced to allow outside researchers access to the NAEP data. The tapes accompanying this guide, one for grade 3/age 9, one for grade 7/age 13, and one for grade 11/age 17, contain student responses to mathematics, science, computer competence, U.S. history, and literature exercises, as well as responses to questionnaires from students, teachers, and principals. Reading scores have been withheld from this 1.0 version, but will be included in later versions. The guide includes: (1) background information on NAEP and the public-use tapes; (2) special considerations for users; (3) description of the assessment instrument design, sample selection, data collection, and scoring procedures; (4) reporting subgroups and other variables; (5) suggestions on conducting statistical analyses of the NAEP data; (6) content and format of the data tapes; and (7) suggestions for using the Statistical Package for the Social Sciences-X (SPSS-X) and SAS computer software systems with this data. Appendices include a brief NAEP history and lists of related machine-readable data files and printed reports. (JGL)

ED 288 905
TM 870 697

Mangino, Evangelina
Student Achievement, 1986-87.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-86-49
PUB DATE- Jun 87
NOTE- 49p.; For an earlier report, see ED 264 286.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; *Achievement Tests; *Basic Skills; College Entrance Examinations; *Comparative Testing; Elementary Secondary Education; Evaluation Criteria; Graduation Requirements; *Local Norms; Mathematics Tests; Minimum Competency Testing; Minority Group Children; Reading Tests; Scores; Testing Programs; Writing Evaluation
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Scholastic Aptitude Test; Texas Assessment Project; Texas Educational Assessment of Minimum Skills

This report summarizes results of student achievement in the Austin (Texas) Independent School District (AISD) on the Texas Educational Assessment of Minimum Skills (TEAMS) tests in 1986-87. Major findings indicate the following: (1) 99.4% of AISD seniors to graduate in May 1987 passed the Exit-Level TEAMS tests, with only 17 denied diplomas in the first year of this new graduation requirement; (2) AISD seniors excelled on college entrance examinations, exceeding both Texas and national averages on the Scholastic Aptitude Test; (3) across all grades and test areas, AISD students scored above national averages on the Iowa Tests of Basic Skills (ITBS) and Texas Assessment Project (TAP); (4) AISD minority students scored above the average for all students in urban districts on the ITBS; (5) AISD Hispanic students scored above the national average on the ITBS language test in grades 2-8, 10, and 11, and Black students scored above the national average in grades 3 and 8; (6) although the percentages of AISD students mastering the TEAMS at grades 3, 5, 7, 9, and 11-12 showed gains, statewide gains were generally greater from 1986 to 1987; (7) except on Exit-Level TEAMS at grade 11, AISD students mastered TEAMS tests at an equal or lower rate than students statewide; (8) ITBS and TAP averages were generally higher but mixed; and (9) ITBS scores of minority students have steadily improved. (KSA)

ED 288 934
UD 025 913

Evans, Robert W.; Nieman, Ronald H.
The Bronson Settlement Review: Year Three 1986-87.
Cincinnati Public Schools, Ohio.
PUB DATE- Dec 87
NOTE- 562p.; For Years One and Two, see ED 278 722 and ED 278 737.
LANGUAGE- English
EDRS Price - MF02/PC23 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Court Litigation; *Desegregation Plans; Elementary Secondary Education; *Long Range Planning; Nontraditional Education; Open Enrollment; *Program Implementation; *School Desegregation; School Districts; Teacher Integration
IDENTIFIERS- *Cincinnati Public Schools OH; Educational Leadership

The Bronson Settlement is a court ordered desegregation plan handed down in 1984 for the public schools of Cincinnati, Ohio. During the first three years of the plan the school system has undergone major changes in its leadership. This annual report for 1986-1987 evaluates the progress of the settlement and calls for the maximization of efforts to implement the plan fully. Problems and issues which must be considered are the following: (1) district personnel who are unfamiliar with the community; (2) lack of clarity of goals and the means to attain them; (3) paralysis of decision making; (4) incomplete long-range planning; (5) justification of financial allocations; (6) insufficient action to eliminate racial isolation; and (7) uniform application of evaluation procedures. Some elements of the plan, such as open enrollment and staff racial balance, have been partially successful. Descriptions and evaluations for the alternative education programs are included. (VM)

ED 288 796
SO 018 590

Crews, Kimberly A.
Human Needs and Nature's Balance: Population, Resources, and the Environment. A Population Learning Series.
Population Reference Bureau, Inc., Washington, D.C.
PUB DATE- Oct 87
NOTE- 17p.
AVAILABLE FROM- Population Reference Bureau, Inc., 777 14th St., N.W., Washington, DC 20005 ($2.00; two or more copies, $1.75 each).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Agriculture; *Conservation (Environment); Developed Nations; Developing Nations; Energy; Energy Conservation; Fuels; *Geographic Distribution; Geography; Hunger; Instructional Materials; *Natural Resources; *Population Education; Secondary Education; *Social Studies; Soil Conservation; *Water Resources
IDENTIFIERS- Third World

One of the challenges that face humanity is how to manage resource and environmental endowments in a way that will guarantee continued survival and ensure the well-being of future generations. Those resources most important to human survival are food, water, and energy. When the population of the world reached 5 billion in 1987, approximately 87 million people were being added to the world annually, and the world population is projected to reach 6.1 billion by 2000. The growing urban populations are consumers of food, energy, and raw materials rather than producers. Experts agree that enough food is produced to feed every one of the world's people, but food crises occur because cultivatable land, water resources, and wealth are not distributed proportionally to the population. Soil loss is greatest in Asia and Africa due to overgrazing, deforestation, inappropriate irrigation, and the use of incorrect farming methods. In order to feed the world's people, it is necessary to improve agricultural output with methods that do not harm the land. Rapidly growing populations and the expanding use of water make the careful use of the water supply essential. The continued use of oil as the major energy resource could strain developing countries' already struggling economies. In the past, the human species has been able to save itself from problems which were the result of its own creation. To do this now, all nations and interests must be represented in programs concerned with the management of the earth. (SM)

ED 288 827
SP 029 550

McNair, Veda; And Others
Sweet Rejuvenation: Linking In-Service and Teacher Induction.
Wake County Public School System, Raleigh, N.C.
PUB DATE- Nov 87
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; *College School Cooperation; Elementary Secondary Education; *Helping Relationship; Higher Education; *Inservice Teacher Education; Program Development; Program Evaluation; School Districts; Staff Development; *Teacher Orientation
IDENTIFIERS- *Beginning Teacher Induction; North Carolina

This paper describes a collaborative effort between a local education agency (LEA) and an institution of higher education to link inservice education with induction--teachers teaching teachers. The program, based on the Joyce coaching paradigm and recent cognitive development research, posits that long-term training conducted by trained teachers offers a formidable approach to induction and is rejuvenating for experienced faculty. Survey results support the effectiveness of LEA efforts. (Author/CB)

ED 288 861
SP 029 657

Conway, Terry L.
Behavioral, Psychological, and Demographic Predictors of Physical Fitness.
Naval Health Research Center, San Diego, Calif.
PUB DATE- 87
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitudes; Behavior Patterns; Exercise; *Health Activities; *Military Personnel; *Physical Fitness; Psychological Characteristics; Social Background
IDENTIFIERS- Navy

Achieving higher levels of physical fitness has become a goal of many Americans both for personal reasons (e.g., improved health, appearance, and perceived well-being) and for organizational reasons (e.g., corporate cost-savings with healthy employees, operational readiness for the military services). Understanding the factors which have an impact on physical fitness could help people improve their fitness levels. This study examined 1,357 Navy men to determine the impact of a variety of behavioral, psychological, and background factors on four components of physical fitness: (1) cardiorespiratory endurance (1.5-mile run); (2) muscular endurance (sit-ups); (3) flexibility (sit-and-reach test); and (4) body composition (estimated percent body fat). Controlling for exercise activities, physical fitness was positively associated with "wellness" behaviors (e.g., "watch my weight," "take vitamins"), believing that it is important to score high on physical fitness tests or that exercise will produce valued outcomes, and being athletic as a youth. Fitness was negatively associated with age, ever being overweight, smoking, and "preventive/avoidance" behaviors (e.g., "avoid getting chilled," "have first aid kit at home"). Identifying such factors may help to structure better fitness programs tailored to the individual. (Author)

ED 288 878
SP 029 693

Packard, Richard D.
Research & Evaluation: 1987 Results for a Major Pilot Test Career Ladder Teacher Incentive and Development Program.
Northern Arizona Univ., Flagstaff.
PUB DATE- 20 Nov 87
NOTE- 21p.; Paper presented at the Annual Conference of the National Council of States (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Career Ladders; Elementary Secondary Education; *Evaluation Methods; *Formative Evaluation; Incentives; Program Development; *Program Evaluation; *Research Methodology; Teacher Improvement

A summary report of the first two years of the Arizona Career Ladder Research and Evaluation Project is presented. This program, established in 1985, included the formulation of the Joint Legislative Committee on Career Ladders, which provided oversight for program implementation and development. The pilot program seeks to determine if student academic achievement is enhanced through recognizing and developing high levels of teacher performance and through a promotion system based on competence. A description is given of the program evaluation design and the research methodology used in collecting responses in the areas of: (1) general career ladder concepts; (2) staff development and training; (3) teacher evaluation systems; (4) peer evaluation; (5) career ladder placement; and (6) organizational climate. A brief summary of data returns and major results of the 1986-87 research cycle provides information on some of the variables which resulted in significant trends. A list is presented of items mentioned as important to the respondents to the evaluation survey identifying program strengths and improvement areas. A summary is offered of general conditions and impressions surrounding the project research and evaluation effort. References are included as well as sample rating scales used by respondents and graphics depicting evaluation results. (JD)

ED 288 844
SP 029 591

McKnight, Mary
Some Strategies To Improve Your Classes, Better Manage Your Teaching Time, and Avoid Burnout.
PUB DATE- Jul 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Behavior Change; Elementary Secondary Education; *Stress Management; *Teacher Behavior; Teacher Burnout; Teaching Conditions; *Time Management

This paper discusses ways that teachers can better manage their time and succeed in ther instructional goals. Ways to prevent five major types of compulsive time behavior are addressed. The behavior roles include: (1) "hurry up" role; (2) "be perfect" role; (3) "please me" role; (4) "try hard" role; and (5) "be strong" role. Emphasis is placed on considering how individual use of time affects others. (CB)

ED 288 767
SO 018 412

Mei, Dolores M.; And Others
Police/School Liaison Project: 1985-86. End-of-Year Report. OEA Evaluation Report.
New York City Board of Education, Brooklyn. Office of Educational Assessment.
PUB DATE- Apr 87
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Community Cooperation; Community Resources; Court Role; Educational Assessment; Grade 11; Grade 12; High Schools; *Law Related Education; Outcomes of Education; *Police School Relationship; Program Evaluation; *Social Studies; Student Attitudes

This document is an assessment of the effectiveness of the Policy/School Liaison Program (PSLP), which began in 1982. PSLP offered 11th and 12th graders a one-semester, law-related education course. The 1985-86 PSLP was designed to expand the program and to develop materials necessary to expedite program institutionalization. A curriculum manual and a videotape for classroom use was developed in July, 1986. The report consists of four chapters. Chapter one contains program background and scope of the evaluation. Chapter two is a description of program implementation. Chapter three is an analysis of student outcomes for the attitude survey and criminal justice examination. Chapter four contains conclusions and recommendations. The findings indicate that the program met its objectives of establishing partnerships with educational agencies; training teachers and police officers in course content, methods, and materials; and developing curriculum materials, but did not meet its objective of improving student attitudes toward the legal system. Recommendations include: (1) prioritizing course requirements; and (2) using a control group of non-program students to assess change in student attitudes. Appended is an item analysis of the PSLP Attitude Survey and Criminal Justice Examination. (SM)

ED 288 782
SO 018 534

Thompson, Lowell
The Constitutional Bicentennial: A Celebration of Citizenship.
North Dakota Univ., Grand Forks. Center for Teaching and Learning.
PUB DATE- Sep 87
NOTE- 21p.; Document printed on light brown paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- *Constitutional History; Constitutional Law; Educational Games; Elementary Secondary Education; Instructional Materials; Learning Activities; Map Skills; *Social Studies; *United States Government (Course); *United States History; Writing Skills
IDENTIFIERS- *Bicentennial; *United States Constitution

This issue provides classroom activities, information on the U.S. Constitution and the Constitutional Convention, and a summary of materials available to teachers for instruction about the U.S. Constitution. Jean Fritz's book, "Shh! We're Writing the Constitution," is an example of the books on the annotated list of suggested readings. In one of the writing activities, students actually participate in writing a constitution. This enhances student understanding of the necessity of rules, individual responsibilities, and individual freedom while concurrently improving their writing skills. Making a population map of the 13 colonies enhances student understanding of the nation's growth and is one of the several suggested map activities. Arts and crafts activities are suggested that can transform the classroom into an appropriate early-American setting for carrying out the study of the Constitution. Other activities include role playing and games. A calendar of commemorative dates is included, and the issue concludes with a list of organizations that produce materials for instruction about the U.S. Constitution. (SM)

ED 288 810
SP 029 324

Carlson, Robert A.; And Others
The Role of the Private Sector in the Development and Implementation of the Work-Oriented Curriculum. A Description of the Role of the Private Sector in Curriculum Planning and Implementation in the District of Columbia Public Schools.
PUB DATE- Jul 87
NOTE- 18p.; Paper presented at the World Assembly of the International Council on Education for Teaching (34th, Eindhoven, Netherlands, July 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cooperative Education; Curriculum Development; *Education Work Relationship; *School Business Relationship; Secondary Education; *State Programs; Vocational Education
IDENTIFIERS- *District of Columbia

This paper describes the programs initiated by the District of Columbia Public Schools with the private sector to provide experiences related to the world of work for students. The majority of programs involve grants from private organizations and the utilization of personnel from both the school system and the private sectors in the development of curricula related to entry-level jobs. Major funding for these programs come from a variety of sources, including large corporation grants and technical assistance and foundation grants. A brief description is provided of the purposes and areas of concentration (high school career programs, educational technology, staff development, the arts, and general support) of the programs, grants, and assistance. (CB)

ED 288 920
UD 025 893

Poverty in the United States: 1985.
Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Oct 87
NOTE- 188p.; Most of the tables contain small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Client Characteristics (Human Services); *Disadvantaged Youth; *Economically Disadvantaged; Economic Factors; Educational Attainment; *Individual Characteristics; Low Income Groups; *Poverty; Racial Differences; Social Differences; Welfare Recipients

IDENTIFIERS- Current Population Survey

This report presents statistics on social and economic characteristics of the population below the poverty level in 1985 based on the March 1986 Current Population Survey (CPS). The data in the report consist of cross classifications of poverty status by such characteristics as age, race, sex, family relationship, educational attainment, work experience, and type of income received. Among the highlights of the report are the following: (1) the poverty population numbered 33.1 million in 1985, a number not significantly different from that for 1984; (2) about 34 percent of the poor were children under age 15, and 43 percent were under 20 years old; (3) children under age 10 had a poverty rate higher than any other age group in 1985; (4) 69 percent of poor persons in 1985 were white; (5) 16 percent of the poor were Hispanic; (6) about 48 percent of poor families were maintained by women with no husband present; (7) half of all poor family householders 25 years and older had not graduated from high school; (8) about 62 percent of the nation's poor families gained at least some of their income in 1985 from their own earnings; (9) the average amount of money needed to raise the incomes of poor families above their respective poverty threshold was about $4,300 in 1985; and (10) the total amount required to raise the incomes of all poor families and unrelated individuals above the poverty level in 1985 was $47.8 billion. (PS)

ED 288 935
UD 025 914

Davis, Lawrence E.; Denton, Stanley E.
Strategies for Improving the Educational Outcomes of Low Achieving and Ethnic Minority Students: The Pittsburgh Experience, 1980-86. Revised.
PUB DATE- May 87
NOTE- 46p.; Paper presented at the Association for Supervision and Curriculum Development Annual Conference (New Orleans, LA, March 22, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Attendance; Educational Change; Elementary Secondary Education; *Instructional Improvement; *Low Achievement; Low Income; Mathematics Instruction; *Minority Group Children; Racial Differences; *Urban Education
IDENTIFIERS- *Monitoring Achievement in Pittsburgh; *Pittsburgh School District PA

In the fall of 1980 the Pittsburgh Board of Education embarked on a program of change and improvement for all public schools in the city. A comprehensive needs assessment was conducted by groups with broad school and community interests. The need to improve student achievement in basic skills was identified as the priority. The Monitoring Achievement in Pittsburgh (MAP) program was developed to address the need for a common instructional program in mathematics; and the School Improvement Program was created to provide focused educational reforms to schools with the most severe achievement problems. Achievement scores have increased since 1980. Now new initiatives are necessary to target high risk students. The new programs are the following: (1) Kids Incorporated--a rewards program which maintains the students' enthusiasm for learning; (2) in-school tutoring which develops the students' self-concept as well as their academic skills; (3) Superstars--a rewards program which also develops self-esteem; (4) an attendance monitoring system which notifies parents of student absences; (5) individualized inservice and action plans which deal with cultural and value differences; and (6) a computer-assisted program which monitors student achievement. (VM)

ED 288 950
UD 025 933

Compensatory Education: Chapter 1 Services Provided to Private Sectarian School Students. Briefing Report to the Subcommittee on Elementary, Secondary, and Vocational Education, Committee on Education and Labor, House of Representatives.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO/HRD-87-128BR
PUB DATE- Sep 87
NOTE- 108p.
AVAILABLE FROM- U.S.; General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1-5 copies free, additional copies $2.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; Computer Assisted Instruction; Elementary Secondary Education; Federal Courts; *Federal Legislation; Mobile Classrooms; Parent Attitudes; *Private Schools; Program Costs; *State Church Separation
IDENTIFIERS- *Aguilar v Felton; *Education Consolidation and Improvement Act 1981

This document reviews the impact of the Aguilar v. Felton Supreme Court decision requiring that Chapter 1 compensatory education services must not be delivered to students in private sectarian schools. The focus is on how these services have been implemented in such schools. Fifteen school districts were surveyed for demographic data, comments from school officials, types of service delivery methods, and the effects of the method on program participation. The findings yielded the following factors that affect Chapter 1 service delivery for private school students: (1) cost of the service; (2) availability of facilities; (3) amount of time the students may lose from their regular classroom work; (4) parent reactions, especially where safety is concerned; and (5) uncertainty about which methods are legal. The criteria for selecting Chapter 1 students remain as they were before the Aguilar decision, but the costs have increased. Case studies are presented in the appendix and data on individual locations are presented on tables. (VM)

ED 288 753
SO 017 970

A Supplement to a Packet of Elementary Classroom Activities To Teach Students about Sex Role Stereotyping, Preschool to Second Grade.
Michigan State Dept. of Education, Lansing. Office for Sex Equity.
PUB DATE- Aug 84
NOTE- 51p.; For related documents, see SO 017 969 and SO 017 979.
AVAILABLE FROM- Michigan Department of Education, Office for Sex Equity, P.O. Box 30008, Lansing, MI 48909.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom

Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Class Activities; Educational Media; Grade 1; Grade 2; Instructional Materials; Kindergarten; Learning Activities; Preschool Education; Primary Education; Resource Materials; Resource Units; *Sex Bias; *Sex Fairness; *Sex Role; *Sex Stereotypes

Sex role identification and socialization occur during early childhood years. Toys, books, materials, and attitudes of child care givers and preschool teachers in organized educational and social activities, such as nursery schools, preschools, and group care, can be used to help combat or reduce sex stereotyping. The materials contained in this supplement to "A Packet of Elementary Classroom Activities to Teach Students about Sex Role Stereotyping," are divided into four categories: (1) materials for teachers to use to assess the status of sexism; (2) student stereotype awareness activities; (3) stories and poems to stimulate discussion of nontraditional and nonsexist attitudes and behavior; and (4) 115 print and non-print resources. Suggestions are presented for both group and individual activities and for selecting materials, toys, and books which focus on non-sexism at early childhood education levels. (JHP)

ED 288 828
SP 029 560

Armstrong, Nolan A.; Armstrong, Carmen L.
A Research-Based In-Service Program for Helping Teachers Ask Questions Which Facilitate Development of Higher Order Thinking.
PUB DATE- Nov 87
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Abstract Reasoning; Academic Achievement; *Cognitive Development; *Critical Thinking; *Inservice Teacher Education; Program Development; *Questioning Techniques; Secondary Education
IDENTIFIERS- *Higher Order Thinking

An inservice model was developed to assist teachers in asking students the kinds of questions that facilitate higher order thinking. Higher order thinking involves problem identification and definition, hypothesizing, collecting, analyzing and synthesizing data, and formulating conclusions that upon application will prove valid. Based on this conception, an inservice model was developed to assist teachers in asking students the kinds of questions that facilitate higher order thinking. The model consisted of training teachers who, after 10 to 12 weeks of concentrated teaching and evaluation procedures for a unit of study related to a comprehensive structure of a discipline, may initiate a network of district inservice programs as district staff developers in a specific discipline. Utilized with social science content and secondary school teachers and students, the inservice training increased student achievement in critical thinking and was significantly more successful with persons demonstrating flexibility and a preference for abstract reasoning. Adapted for art teachers at five grade levels and teaching the same concepts in essentially the same lesson, post training results showed significantly greater proportions of class time devoted to teacher inquiry questions and appropriate student responses indicating higher order thinking. (Author/CB)

ED 288 845
SP 029 592

Kruse, Gary
The Staff Development Team. A Viable Option for Small School Districts.
PUB DATE- Dec 87
NOTE- 34p.; Paper presented at the National Staff Development Conference (Seattle, WA, November 30-December 1, 1987).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Mentors; *Models; Needs Assessment; *Participative Decision Making; *Problem Solving; *Program Development; School Districts; *Staff Development; *Teamwork
IDENTIFIERS- *Small School Districts

The Staff Development Team of the Columbus City Schools (Nebraska), composed of three teachers and three administrators, emphasizes the need for long-range planning in its design of an inservice model for the school district. Emphasis was placed on identifying and addressing the unique needs of teachers within the school district. The model also emphasized flexibility and features a contiuum for learning from awareness to mastery. This paper describes the school district's demographics and special needs and also the initial development of the team and its model. An example is presented of the Mentor Program that illustrates how the team attempts to produce creative solutions to school district needs. (Author/CB)

ED 288 879

SP 029 703

Malina, Robert M., Ed.; Eckert, Helen M., Ed.
Physical Activity in Early and Modern Populations. Papers from the Annual Meeting of the American Academy of Physical Education (59th, Las Vegas, Nevada, April 11-13, 1987). No. 21.
American Academy of Physical Education, Washington, D.C.
REPORT NO.- ISBN-0-87322-180-X
PUB DATE- 88
NOTE- 115p.
AVAILABLE FROM- Human Kinetics Publishers, Inc., Box 5076, Champaign, IL 61820 ($14.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141) Books (010)
DESCRIPTORS- *Ancient History; *Comparative Analysis; *Modern History; Physical Activities; *Physical Fitness; Quality of Life; *Science and Society; Technological Advancement

Eleven conference papers explore physical activity in ancient societies as well as human adaptation of physical activities in modern society. The following papers are included: (1) "Physical Activity in Early and Modern Populations: An Evolutionary View" (Robert M. Malina); (2) "How Active Were Early Populations? or Squeezing the Fossil Record" (Roberta J. Park); (3) "Historical Aspects of Fitness in the Modern World" (Gerald Redmond); (4) "How Active are Modern Populations?" (Henry J. Montoye); (5) "Physical Activity in the Adaptive Process" (Barbara L. Drinkwater) (6) "Gene-Environment Interaction in Human Adaptability" (Claude Bouchard); (7) "The Fitness Industry" (James S. Skinner); (8) "Physical Activity and the Diseases of Technologically Advanced Society" (William L. Haskell); (9) "Children and Youth in Physical Activity: A Review of Accomplishments" (Verne D. Seefeldt and John Haubenstricker); (10) "Physical Activity in the Future: To Be Active or Not?" (Emily M. Haymes); and (11) "The President's Message: State of the Academy" (Margaret J. Safrit). (JD)

ED 288 893
TM 870 626

National Assessment of Educational Progress: 1985-86 Public-Use Data Tapes, Version 1.0. Codebooks and Layouts, Grade 3/Age 9.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- 28 Apr 87
NOTE- 309p.; For related "Users' Guide," see TM 870 625.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 (set of TM 870 626-628, $50.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Computer Software; *Computer Storage Devices; *Databases; Educational Assessment; Grade 3; Item Analysis; Item Sampling; *Magnetic Tapes; *National Competency Tests; National Surveys; Primary Education; Questionnaires; *Statistical Data; Testing Programs
IDENTIFIERS- *National Assessment of Educational Progress

This document contains the codebooks and data record layouts for the 1985-86 Public-Use Data Tapes, Version 1.0. The Public-Use data tapes are created by the National Assessment of Educational Progress (NAEP) to provide outside researchers access to NAEP data. This book provides coded data collected on and from third graders and 9-year-olds via student tests in mathematics, science, computer competence, literature, and U.S. history, as well as coded background information obtained from questionnaires given to students, teachers, and principals. The tests and questionnaires were presented in a Balanced Incomplete Block (BIB) spiralling design in which each student received only some of the questions from each learning area. Items from each learning area were then assembled into blocks, which were in turn assembled into booklets. At each grade/age level, booklets 1-5 are "bridge" instruments, used to measure effects of changes in student age definition, time of testing, and mode of administration. This entire book contains data files for grade 3/age 9, including student BIB spiral data, bridge booklets 1-5, and responses to school questionnaire items. (JGL)

ED 288 906
TM 870 698

Defino, Maria E.; Jenkins, Vivian
State Compensatory Education: Final Technical Report, 1984-85.

Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-84-22
PUB DATE- 85
NOTE- 136p.; For an earlier report, see ED 228 263.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Basic Skills; *Bilingual Education Programs; *Compensatory Education; Elementary School Teachers; Elementary Secondary Education; Evaluation Criteria; Management Information Systems; *Program Evaluation; School Counseling; School Guidance; School Statistics; *State Programs
IDENTIFIERS- *Austin Independent School District TX; Iowa Tests of Basic Skills; Transitional Bilingual Education Programs

This report documents the purpose, procedures and results for each information source used in the evaluation of the 1984-85 State Compensatory Education (SCE) program in the Austin (Texas) Independent School District. The majority of this document presents seven appendices, each devoted to an aspect of the program: (1) Management Information System; (2) School Characteristics and SCE Achievement Gains; (3) Teacher Service Report; (4) Counselor Service Report; (5) Project Achieve; (6) Planner Logs; and (7) Transitional Bilingual Education (TBE). The results indicate four major positive findings. First, in response to the central information need created by the 1984 legislation (House Bill 72) regarding Annual Performance Reports to the Texas Education Agency, a series of computer screens was developed containing school statistics on as many as 23 variables. Second, seventh grade TBE participants made strong gains in the reading, language, and mathematics subscales of the Iowa Tests of Basic Skills (ITBS). Eighth grade (TBE) students made greater than expected gains in reading and mathematics ITBS subscales. Third, all SCE-eligible, Hispanic Limited English Proficient students had access to bilingually certified classroom teachers. Fourth, crisis interventions accounted for only 4% of the total number of counselor interventions. Major findings requiring further action involve teachers' use of pull-out formats; whether full focus was on the funded target population; and Project Achieve's lack of visibility. (KSA)

ED 288 797
SO 018 596

Social Studies 11: United States History and Government. Tentative Syllabus.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 121p.; For related document, see SO 018 598.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; Curriculum Development; Curriculum Guides; Fundamental Concepts; Grade 11; High Schools; Instructional Materials; Learning Activities; Objectives; *Social Studies; United States Government (Course); *United States History

The course content is organized around 15 major concepts and ideas identified as fundamental to the social studies program. The concepts are: (1) change, (2) choice, (3) citizenship, (4) culture, (5) diversity, (6) empathy, (7) environment, (8) human rights, (9) identity, (10) interdependence, (11) justice, (12) political system, (13) power, (14) scarcity, and (15) technology. Each component of the course outline delineates the content and coordinates it with a major concept and model activity. This course is expected to cover the years beyond the Civil War. There are reviews of selected areas of U.S. history which is taught in the seventh and eighth grades. The course is divided into six major historical units, the first of which is devoted to the origins and development of the U.S. Constitution. Unit 2 emphasizes the industrialization of the nation after the Civil War. The Progressive Movement is covered in unit 3. The period of post World War I prosperity and the Great Depression (1917-1940) are the subjects of unit 4. Unit 5 presents the United States during World War II and the Post World War II period. Unit 6 covers the events of 1950 to the present. The goals for the social studies program as stated by the New York State Regents and the State Department of Education are provided. In addition, the skills that are necessary to successful study and that are acquired through social studies are included. (SM)

ED 288 811
SP 029 416

Jones, Margaret A.; And Others
Physical Education Curricula in Georgia Public Schools.
Georgia Association of Health, Physical Education, and Recreation.
PUB DATE- 1 May 87
NOTE- 131p.; Tables contain small, broken print.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum; Elementary Secondary Education; *Physical Education; Physical Education Facilities; Physical Education Teachers; School Demography; *State Norms; Teacher Background; Teacher Education
IDENTIFIERS- *Georgia

An analysis of 634 responses from Georgia public schools regarding physical education-related activities taught is presented. Information is provided on school background, facilities, curricula, teacher preparation, activity and curriculum training of teachers, and comparisons regarding classrooms and physical education teachers. Over 130 charts present data concerning: school demographics, school facilities, physical education curricula, and activity preparation levels. (CB)

ED 288 862
SP 029 659

Erffmeyer, Elizabeth S.
Increasing Free Throw Accuracy through Behavior Modeling and Goal Setting.
PUB DATE- 30 Aug 87
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (95th, New York, NY, August 28-September 1, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Basketball; Higher Education; Instructional Effectiveness; Modeling (Psychology); Physical Education; *Psychomotor Skills; *Skill Development; *Student Motivation; *Training Objectives; Womens Athletics

A two-year behavior-modeling training program focusing on attention processes, retention processes, motor reproduction, and motivation processes was implemented to increase the accuracy of free throw shooting for a varsity intercollegiate women's basketball team. The training included specific learning keys, progressive relaxation, mental rehearsal, and goal setting. A multiple baseline design was used to evaluate the effectiveness of this training technique. The autoregressive integrated moving averages modeling technique (Box & Jenkins, 1976) indicated that the error terms for the data from both years of the program were not serially correlated, thus suggesting the appropriateness of a repeated measures analysis of variance (ANOVA). The results of the ANOVA indicated that the training program was effective in improving free throw shooting. The data also suggest that goal setting is an effective technique for maintaining performance improvement over an extended period of time. (Author)

ED 288 951
UD 025 934

Excellence in Minority Health Education and Care Act. Report to Accompany S. 769. 100th Congress, 1st Session.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- SR-100-110
PUB DATE- 87
NOTE- 15p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Allied Health Occupations; *Black Colleges; *Blacks; *Federal Aid; *Health Education; Health Occupations; Higher Education; *Medical Schools; Minority Groups; Primary Health Care; Public Health Legislation
IDENTIFIERS- *Public Health Service Act

Despite an explosion in scientific knowledge and the capacity of medicine to diagnose, treat, and cure diseases, blacks and other minorities have not benefitted fully or equitably from these advances. The systems which are responsible for implementing health technologies do not work in favor of minority groups. An amendment to the Public Health Service Act could alleviate these inequalities. The bill, "Excellence in Minority Health Education and Care Act," authorizes grants for health professions schools at black colleges for the following purposes: (1) develop plans to achieve institutional improvements; (2) improve the capacity to recruit and retain faculty; (3) provide improved library and information resources; (4) establish, strengthen, or extend programs to enhance students' academic performance; (5) establish, strengthen, or expand programs to increase the number and quality of applicants for admission; and (6) develop curricula and carry out faculty training programs. The bill authorizes an appropriation of $10 million for fiscal 1988, and makes provisions for the allocations to continue through 1991. (VM)

ED 288 754
SO 018 330

Greenberger, Marcia D.; Beier, C. A.
Federal Funding of Discrimination: The Impact of Grove City College v. Bell.
National Women's Law Center, Washington, DC.
PUB DATE- [87]
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Discrimination; *Civil Rights Legislation; Compliance (Legal); *Court Litigation; *Educational Finance; *Federal Aid; *Federal Legislation; Federal Regulation; Handicap Discrimination; Racial Discrimination; School Funds; School Support; Sex Discrimination; *Social Discrimination
IDENTIFIERS- Age Discrimination Act 1975; Department of Education; *Grove City College v Bell

Title IX, the only federal law intended to prohibit all aspects of sex discrimination in education, mandated that, if an institution received funds from the federal government, it could not discriminate in any of its activities. The Grove City v. Bell decision changed the focus of this law. Currently, an organization that receives federal funds in one department is free to discriminate in any other department that does not directly receive those funds. The government will not investigate claims of discrimination, and the courts will not decide if discrimination is actually occurring. Fourteen civil court cases are described in which claims were negatively affected or dismissed because of the Grove City decision. The Department of Education's Office of Civil Rights (OCR) has limited or suspended 63 claims because of the lack of direct federal funding and decreased its compliance reviews. Since the Grove City case, two key OCR administrative decisions have had negative effects on the following laws: (1) Title VI, race and national origin; (2) Title IX, sex discrimination; (3) Section 504 of the U.S. Code, handicapped students; and (4) the Age Discrimination Act. Nine of the 63 OCR claims are described, and a complete list of them is appended. (JHP)

ED 288 768
SO 018 425

Curtiss, Deborah
Contemporary Research in Brain Hemispheric Specialization for Artists and Art Educators: An Annotated Bibliography.
PUB DATE- Dec 82
NOTE- 48p.; Master's Thesis, Philadelphia College of the Arts.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Art Education; *Brain Hemisphere Functions; Cognitive Processes; Higher Education; Lateral Dominance; Perceptual Development; Visual Learning
IDENTIFIERS- Brain Research

There is a need for artists and for art educators to know about current research into different ways of thinking pertinent to both the creation and perception of art. Brain hemispheric research has stimulated new ideas about teaching processes that nurture spatial thinking and bring a positive new force to the studio and classroom. An introduction places the topic in context both in terms of historical awareness of different modes of thinking and in terms of recent research and popularization. Chapter 1 presents an overview of recent brain hemisphere research and its relevance to artists and art educators. Chapter 2 lists and concisely reviews 36 books. Chapter 3 addresses 89 journal articles in the same manner. The books and articles are listed alphabetically by author and include titles, publication, source, and other bibliographic information. Concluding comments assert that while the topic is relevant to creating and teaching art, the concept of two separate and distinct sides of the brain is inappropriate and oversimplified. An appendix lists 40 book titles that are peripherally related to the topic. (Author/DCW)

ED 288 783
SO 018 537

Hickman, Faith M.; And Others
Science/Technology/Society: A Framework for Curriculum Reform in Secondary School Science and Social Studies.

Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
REPORT NO.- ISBN-0-89994-313-6
PUB DATE- 87
NOTE- 56p.
GRANT- 847-0585
AVAILABLE FROM- Social Science Education Consortium (SSEC) Publications, 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Core Curriculum; Course Content; Curriculum Design; Curriculum Development; High Schools; Interdisciplinary Approach; *Science and Society; *Science Curriculum; *Sciences; Scientific Literacy; *Social Studies; *Technological Literacy; *Technology; Unified Studies Curriculum
IDENTIFIERS- *Society

The Science/Technology/Society (STS) theme describes a contemporary trend in education which focuses on the teaching of issues such as air quality, nuclear power, land use, and water resources but justification for including STS in the high school core curriculum has a precedence based on historical connections among science, technology, and society. Maintaining social order, perceiving contemporary events accurately, and advancing science and technology require secondary school students to understand the nature, concepts, and processes of these disciplines in a social context. While educators have stressed a need to implement STS-based core curriculums, their recommendations have not become trends in curriculum development or reform, and curriculum reformers estimate that more than 90 percent of high school graduates have reached only the lowest levels of scientific and technological literacy. Chapter one describes a curriculum framework organized into the categories of acquisition of knowledge, utilization of cognitive skills, and the development of attitudes. Chapters two to four discuss topics, concepts, issues, attitudes, and cognitive processes that can be used as integrative threads. Chapter five examines curriculum options and alternatives, such as developing interdisciplinary courses. Chapters six and seven focus on the infusion of STS content into social studies and science courses. The concluding chapters, eight and nine, describe underlying teaching concepts, cognitive process skills, and guidelines for curriculum reform. (JHP)

ED 288 846
SP 029 596

Patton, Judy; Eisel, Allan D.
Teacher Consultants--A Model for Using Experienced Teachers as Trainers of New Teachers.
PUB DATE- 87
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Beginning Teachers; Consultants; Elementary Education; *Master Teachers; Mentors; Models; *Program Development; School Districts; *Staff Development; *Teacher Orientation; Teaching Experience
IDENTIFIERS- Montgomery County Public Schools MD

The Montgomery County (Maryland) Public Schools system, a large suburban school district, is in the process of developing a comprehensive teacher induction program for its new teachers. Training for new teachers takes place in the summer and after school, with teachers receiving a stipend for each 6-hour module completed. Feedback from teachers receiving this training has indicated that experienced teachers acting as consultants can help meet the needs of beginning teachers. The teacher consultants are selected by supervisors of instruction and then trained to work with three to five new teachers. Consultants and their trainees conduct several meetings together, where training objectives and needs are established. Tested at the elementary education level so far, the program appears to be successful. (CB)

ED 288 921
UD 025 894

Madden, Nancy A.; Slavin, Robert E.
Effective Pull-out Programs for Students at Risk.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (April 20-24, 1987, Washington, DC).
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Class Size; *Compensatory Education; Computer Assisted Instruction; Elementary Education; *High Risk Students; *Individualized Instruction; *Instructional Design; *Program Design; Program Effectiveness; Remedial Instruction
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

This paper reviews research on effective pull-out programs for elementary students who are at risk for school failure. The emphasis is on programs that can be readily replicated by schools other than those that developed them. The focus is on programs provided to students who have been identified as in need of remedial services which are implemented outside of the regular classroom. The study found that effective pull-out programs for students fall into three broad categories: (1) diagnostic-prescriptive programs; (2) tutoring programs; and (3) computer-assisted instruction. Successful examples of each of these types are described and discussed. The most successful models completely adapt instruction to students' unique needs and provide plentiful direct instruction appropriate to their levels of readiness. Results of the study suggest that the achievement of at-risk students can be significantly increased, either by making relatively inexpensive but extensive modifications in the regular instructional program or by implementing relatively expensive but intensive interventions as pull-out programs. It is possible that a combination of these strategies would be more effective than either one by itself. An extensive list of references is included, along with descriptions of successful programs among each of the three types. (PS)

ED 288 936
UD 025 915

Gibbons, Michael
Effective Schools Report. Final Evaluation Report.
Columbus Public Schools, OH. Dept. of Evaluation Services.
PUB DATE- Jul 87
NOTE- 86p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Gains; Economically Disadvantaged; Educational Improvement; Elementary Secondary Education; Low Income; *Needs Assessment; *Parent School Relationship; *School Effectiveness; Scores; Social Differences; Urban Education
IDENTIFIERS- *Columbus Public Schools OH

School improvements have been implemented in 27 schools in Columbus, Ohio, emphasizing the characteristics of effective schools. These characteristics include: (1) a sense of mission; (2) strong instructional leadership; (3) high expectations for students as well as school staff; (4) frequent monitoring of student progress; (5) a positive learning climate; (6) sufficient opportunity for learning to occur; and (7) parent/community involvement in the school program. A needs assessment was administered in 12 of the schools using a pretest/posttest design. Scores on standardized achievement tests were considered. Home-school relations was identified as a factor much in need of improvement. The change in reading comprehension scores from the pretest to the posttest was slightly greater than had been expected. The growth in mathematics computation ability was substantial. Pupils from lower income families tended to score lower in both subjects. Seventeen tables and 7 appendices present statistical data. (VM)

ED 288 812
SP 029 417

Jones, Margaret A., Ed.
Contemporary Elementary and Middle School Physical Education Conference (9th, Atlanta, Georgia, January 22-24, 1987).
SPONS. AGENCY- Georgia State Univ., Atlanta. School of Education.
PUB DATE- 87
NOTE- 267p.; For the 1986 conference proceedings, see SP 029 418. Some pages contain small, marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Dance Education; Elementary Education; Gymnastics; *Learning Activities; Middle Schools; Movement Education; *Physical Education; *Physical Education Teachers; *Staff Development

The conference reported in these proceedings focused on the sharing of recent innovations, successful programming and teaching concepts, and research in children's physical education. Materials are presented in three sections, one for each day of the conference. The first day's agenda included presentations by nationally known physical educators on such subjects as teaching for skilled movement, biomechanics for the physical education teacher, clinical skills for supervising student teachers, and a developmental approach to dance and music, as well as a tour of movement pre-schools. The two remaining days were designed to provide an open forum for educators from throughout the United States and elsewhere and consisted of well over 100 activity and position paper sessions covering a range of teaching approaches including computer applications, nutrition, motivation, games and sports, various kinds of dance, object-control skills, fitness for the disabled, eurhythmics, and specific play and exercise activities ranging from jump rope to boomerang throwing and from bicycling to juggling. (AA)

ED 288 829
SP 029 562

Portner, Hal
Developing the Individualized Professional Development Plan. Participant's Guide and Workbook. Second Edition.
PUB DATE- 87
NOTE- 16p.
AVAILABLE FROM- Portner Press, 67 Westhampton Rd., Northampton, MA 01060 ($5.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; Elementary Secondary Education; *Independent Study; *Instructional Development; *Self Evaluation (Individuals); *Staff Development; Teachers; Workbooks

This workbook presents a process by which teachers and administrators can take responsibility for their own professional development and plan for a particular project in a systematic and thoughtful way. Users will first identify an "area of focus" (job-related project, responsibility, professional interest, or district goal) and then formulate a plan to address this area through self-analysis and development of objectives and specific outcomes for the area. An exercise is provided to help users anticipate and deal with potential barriers to meeting objectives. Resources are listed, and ways to determine possible costs are discussed. The workbook also presents guidelines for helping users determine the tangible and intangible benefits they, as well as their district, school, staff, and students can expect once their objectives are met. (CB)

ED 288 863
SP 029 660

Garland, Daniel J.; Barry, John R.
Cognition and Expertise in Sport.
PUB DATE- 9 Nov 87
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletes; Athletics; *Decision Making; Physical Education; Psychomotor Skills; *Recall (Psychology); *Schemata (Cognition); Sport Psychology

The influence cognitive components have on expertise in sport is receiving a great deal of attention. Recent research indicates that levels of expertise in sport can be differentiated with cognitive components. This suggests that skilled athletes do not necessarily have superior physiological and biomechanical systems, but have the same type of task-specific semantic network suggested for experts in areas requiring cognitive involvement. This paper will review four cognitive dimensions (recall of schematic information, perceptual detection, anticipatory cues, and decision making) that have consistently differentiated levels of expertise in sport. (Author)

ED 288 880
SP 029 705

Christina, Robert W.; Corcos, Daniel M.
Coaches Guide to Teaching Sport Skills.
REPORT NO.- ISBN-0-873222-020-X
PUB DATE- 88
NOTE- 153p.
AVAILABLE FROM- Marketing Director, Human Kinetics Publishers, Box 5076, Champaign, IL 61820 ($16.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Books (010)
DESCRIPTORS- *Athletic Coaches; Athletics; Cognitive Development; Elementary Secondary Education; *Learning Strategies; Skill Development; *Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; *Teaching Styles

The purpose of this book is to help athletic coaches improve the way they teach sport skills. Section I covers the athletic coach's instructional responsibilities for a single season, and ways of adjusting teaching styles to the learning needs of athletes. Section II offers guidance in presenting sport skills and how to introduce, explain, and demonstrate skills effectively. Section III focuses on how to get athletes to develop and maintain the skills presented by the coach. Practice and the variables that influence the effectiveness of practice in developing and maintaining skills are discussed, as well as how to make complex skills easier for athletes to learn. The use of feedback in developing and maintaining skills and how to analyze athletes' skill performance and using a positive approach to correct their errors are considered. In Section IV, four cognitive processes important in the performance of sport skills are discussed. How imagery and memory are involved in sport skills is described as well as how to help athletes focus their attention, anticipate, and respond quickly. (JD)

ED 288 894
TM 870 627

National Assessment of Educational Progress: 1985-86 Public-Use Data Tapes, Version 1.0. Codebooks and Layouts, Grade 7/Age 13.
National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- 28 Apr 87
NOTE- 431p.; For related "Users' Guide," see TM 870 625.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 (set of TM 870 626-628, $50.00).

LANGUAGE- English
EDRS Price - MF01/PC18 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Computer Software; *Computer Storage Devices; *Databases; Educational Assessment; Grade 7; Item Analysis; Item Sampling; Junior High Schools; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; *Statistical Data; Testing Programs
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document contains the codebooks and data record layouts for the 1985-86 Public-Use Data Tapes, Version 1.0. The Public-Use data tapes are created by the National Assessment of Educational Progress (NAEP) to provide outside researchers access to NAEP data. This book provides coded data collected on and from seventh graders and 13-year-olds via student tests in mathematics, science, computer competence, literature, and U.S. history, as well as coded background information obtained from questionnaires given to students, teachers, and principals. The tests and questionnaires were presented in a Balanced Incomplete Block (BIB) spiral design in which each student received only some of the questions from each learning area. Items from each learning area were then assembled into blocks, which were in turn assembled into booklets. At each grade/age level, booklets 1-5 are "bridge" instruments used to measure effects of changes in student age definition, time of testing, and mode of administration. This entire book contains data files for grade 7/age 13, including student BIB spiral data, bridge booklets 1-5 and responses to school questionnaire items. (JGL)

ED 288 907
TM 870 699

Mangino, Evangelina
Achievement in AISD: 1975 through 1985.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-24
PUB DATE- Oct 85
NOTE- 72p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Gains; Achievement Tests; Basic Skills; Black Students; Desegregation Effects; *Educational Trends; Elementary Secondary Education; *Ethnic Groups; Hispanic Americans; Local Norms; *Mathematics Achievement; Program Evaluation; *Reading Achievement; Scores; Testing Programs; White Students
IDENTIFIERS- *Austin Independent School District TX; California Achievement Tests; Iowa Tests of Basic Skills; Sequential Tests of Educational Progress; Tests of Achievement and Proficiency

This publication summarizes the achievement results of the Austin (Texas) Independent School District (AISD) for grades 1-12 in reading and mathematics for 1975 through 1985. In 1975, the California Achievement Tests (CAT) were administered to students in grades 2, 4, 6, 7, 8, and 9. However, in 1976, the testing program was expanded to all grades, 1-12. Subsequently administered tests included the Iowa Tests of Basic Skills, Sequential Tests of Educational Progress, and Tests of Achievement and Proficiency. This report includes: (1) a summary tables of changes in median percentile scores; (2) context and background of the testing program; (3) a timeline of major events; (4) a comparison of AISD achievement by grade from 1975 through 1985; (5) achievement by ethnic groups; and (6) how the data were derived. In general, results showed that AISD students achieved at a higher level in 1985 than in 1975, with the greatest gains in grades 2-8. Also, when annual gains in grades 1-8 were compared for the five years before desegregation to the five years after desegregation, half of the grades gained more prior to desegregation, while half of the grades gained more after desegregation. At the high school level, gains tended to be greater prior to desegregation. (KSA)

ED 288 847
SP 029 611

Dougan, Pat; Rogers, Lorelei
Collaborative Efforts in Dealing with Child Abuse. A Teacher In-Service Model.
PUB DATE- 2 Dec 87
NOTE- 23p.; Paper presented at the Annual Conference of the National Staff Development Council (19th, Seattle, WA, November 30-December 4, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *College School Cooperation; Elementary Secondary Education; Foreign Countries; *Inservice Teacher Education; *Program Effectiveness; *Program Evaluation; School Community Relationship; School Responsibility; Sexual Abuse; Theory Practice Relationship
IDENTIFIERS- Canada

Recognizing the necessity of cooperation between human service organizations and schools in dealing with child abuse, a collaborative teacher inservice model has been developed in Calgary, Canada. In addition to staff development mechanisms in the Calgary school districts, the University of Calgary has established an inservice project on treatment and prevention of child abuse. This report offers a description of the course design and a brief evaluation of its effectiveness as well as suggestions on how improvements can be made in delivering child abuse inservice programs. A comparison is made between this inservice model and a similar model developed in Georgia. (JD)

ED 288 952
UD 025 968

Elementary and Secondary School Civil Rights Survey, 1984
[machine-readable data file].
DBS Corp., Arlington, Va.; Opportunity Systems, Inc., Washington, DC.
SPONS. AGENCY- Office for Civil Rights (ED), Washington, DC.
REPORT NO.- EF-000103
PUB DATE- 84
CONTRACT- 300-84-0236
AVAILABLE FROM- U.S. Department of Education, Office for Civil Rights, 400 Maryland Avenue, SW, Washington, DC 20202. Telephone: (202) 732-1577. ($35 per tape, plus cost of documentation; sequential data file and SAS data file both available).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Ability Grouping; Alaska Natives; American Indians; Asian Americans; Bilingual Education; Black Students; *Civil Rights; *Compliance (Legal); Corporal Punishment; Disabilities; Discipline; *Elementary Secondary Education; Enrollment; Ethnic Groups; Gifted; High School Graduates; Hispanic Americans; Home Economics; Industrial Arts; Limited English Speaking; Minority Groups; National Surveys; Physical Education; *Public Schools; *School Districts; *Special Education; *Student Characteristics; Suspension; Vocational Education

The "Elementary and Secondary School Civil Rights Survey" machine-readable data file (MRDF) contains data on the characteristics of student populations enrolled in public schools throughout the United States. The emphasis is on data by race/ethnicity and sex in the following areas: stereotyping in courses, special education, vocational education, bilingual education, ability grouping, and student discipline. This survey was conducted on an annual basis beginning with the 1967-68 school year and extending through the 1974-75 school year; since 1976, it has been a biennial survey. Over the years, the survey has undergone many changes in scope, coverage, content, and methodology. These changes have reflected the increased responsibilities of the Office for Civil Rights (OCR), as well as shifts in the civil rights issue as a national concern. The scope of this survey has gradually broadened to include discrimination on the basis of sex or hardship, and to address discrimination problems in discipline practices, tracking, ability grouping, or student assignments within schools and classrooms. The primary purpose of the survey is to collect data that can assist OCR in identifying school systems with potential problems. Data is collected via two forms: a district level form (ED-101) and a school level form (ED-102). Each district selected to participate in the survey completes ED-101 (about 3,500 districts) and every school within the selected district completes ED-102 (about 30,000 schools). School districts were selected from all 50 states and the District of Columbia. The final file contains the actual data submitted by the individual schools, as well as district summary data. School data is recorded by five ethnic categories (Alaskan Natives, American Indians, Asian Americans, Blacks, Hispanics), as well as by sex, giving the total number of pupils/students, those needing or enrolled in language assistance programs, those that are gifted/talented, and those suspended or given corporal punishment.

Also provided are total student counts by grades 1 through 6 for each ethnic category and the number of students participating in special education programs (i.e., for hard of hearing, deaf, deaf-blind, educable mentally retarded, health impaired, multi-handicapped, orthopedically impaired, seriously emotionally disturbed, speech impaired, visually handicapped, etc.) by ethnic category, by sex, by part-time or full-time, and by English-speaking level. Numbers of pupils/students receiving high school diplomas are provided by sex and by ethnic category. Enrollments by sex for home economics, industrial arts, and physical education are provided for grades 7 through 9. POPULATION: Public Schools (80,000); Public School Districts (16,000). TYPE OF SURVEY: National Survey; Sample Survey. RESPONDENTS: Principals of Public Schools; Superintendents of Public School Districts. SAMPLE: Public Schools (30,000); Public School Districts (3,500). FREQUENCY: Annual (1968-1975); Biennial (1975--). YEAR OF FIRST DATA: 1968. (CDM/WTB)

ED 288 769
SO 018 428

Haas, John D.; And Others
Teaching about the Future: Tools, Topics, and Issues (Lessons for Grades 7-12).
Denver Univ., Colo. Center for Teaching International Relations.; Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO.- ISBN-0-89994-311-X
PUB DATE- Jul 87
NOTE- 171p.
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Futures (of Society); Instructional Materials; Lesson Plans; Methods; Secondary Education; Social Change; *Social Studies; United States Government (Course); World Geography; World History

This document provides a set of lessons and other teaching aids for either a semester-length course on the future or to infuse a futures perspective into other secondary social studies courses. The lessons were designed to fit into many different courses but are particularly appropriate for U.S. history, government, civics, modern social problems, world history, geography, and world cultures. The lessons are organized into three groups. Group one, "Warm-up Mini-Lessons," contains five short lessons, each designed to spur interest and provoke creative thinking. The six longer lessons in group two, "Tools of Futurists," focus on a variety of methodologies that futurists use to develop their forecasts. Group three, "Futures Issues and Topics," contains 19 lessons on a spectrum of substantive issues and topics. Each lesson includes objectives and reproducible handouts for the class. Class time required to complete individual lessons varies from one period to five or more periods. In addition to the lessons, three other aids are provided. These are: (1) an article on "The Art of Forecasting: The Future Made Easy;" (2) a comprehensive bibliography of 235 items which includes a wide range of materials; and (3) the appendix which lists future technological developments. (SM)

ED 288 784
SO 018 554

Cornelius, Martha J.; And Others
Teaching Techniques and Materials for the Study of Inner Asia: The Peoples of the Steppe. A Historical and Cultural Perspective.
Indiana Univ., Bloomington. Inner Asian and Uralic National Resource Center.
PUB DATE- 78
NOTE- 327p.; Unit heading pages are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Area Studies; Curriculum Guides; *Economics; Educational Games; Foreign Countries; *Geography; *History; Instructional Materials; Learning Activities; Legends; *Multicultural Education; *Mythology; Religious Cultural Groups; Secondary Education; Simulation; Womens Studies
IDENTIFIERS- Asia (Central); *Asia (Inner); *Asia (North Central)

This curriculum unit is intended to serve as a general introduction to the study of the traditions and culture of the vast heartland of the Eurasian land mass called Inner Asia. Objectives are to stimulate student and teacher interest in Inner Asian studies, as well as to encourage students to learn about the historical experience of other peoples. Learning activities and resource materials are included to provide maximum flexibility for teachers. A selected bibliography and a reference section on teaching aids has been included to facilitate any additional research which may be needed. Contained in this curriculum guide are units dealing with: (1) the culture and customs of Inner Asian peoples; (2) a unit on comparative religious beliefs; (3) geographic exercises; (4) myths and legends; (5) Russian eastward expansion; (6) Mongol revolution; (7) economics and government; (8) roles of modern women; (9) influence of communism; and (10) simulation exercises on modern China. Short plays and games are included to reinforce the concepts. (DCW)

ED 288 798
SO 018 598

Social Studies 7-8: United States and New York State History. Tentative Syllabus.
New York State Education Dept., Albany. Bureau of Curriculum Development.
PUB DATE- 87
NOTE- 146p.; For related document, see SO 018 596.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Content; *Curriculum Development; Curriculum Guides; Fundamental Concepts; Grade 7; Grade 8; Instructional Materials; Junior High Schools; Learning Activities; Middle Schools; Objectives; *Social Studies; *State History; *United States History
IDENTIFIERS- *New York

Fifteen major concepts form the basis of the New York State schools K-12 social studies program. They are: (1) change, (2) choice, (3) citizenship, (4) culture, (5) diversity, (6) empathy, (7) environment, (8) human rights, (9) identity, (10) interdependence, (11) justice, (12) political system, (13) power, (14) scarcity, and (15) technology. The course content for seventh and eighth grade social studies is coordinated with major concepts and model activities and divided into 15 major units covering the time period of pre-1500 to post World War II. Unit one discusses the global heritage of the U.S. people prior to 1500. The European exploration and colonization of the United States are presented in unit two. The creation of the nation is the focus of unit three. Unit four discusses the formation of the new government. Life from the Revolutionary War to the Civil War is the subject of unit five. Unit six discusses events of the Civil War. The industrialization of the United States is the topic of unit seven. Unit eight describes the expansion of the United States into a global power. The period between World War I and II is described in unit nine. Unit ten develops the causes for World War II and its consequences. The changing nature of the U.S. people from World War II to the present is outlined in unit eleven. Unit twelve presents citizenship in today's world. Methods for integrating students with handicapping conditions are appended. (SM)

ED 288 937
UD 025 916

Buford, Carmen
The Effect of Women's Studies and Black Studies on the Self-Concept and Careers of Black College Women.

PUB DATE- 14 Nov 86
NOTE- 28p.; Paper presented at the Annual Conference of the California Educational Research Association (65th, Marina del Rey, CA, November 13-14, 1986). The appended data tables contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aspiration; *Black Students; *Black Studies; *Career Choice; College Freshmen; College Students; *Females; Grade Point Average; Higher Education; Institutional Characteristics; *Self Concept; *Womens Studies

A national sample of black females who entered college for the first time in the fall of 1971 as full-time freshmen was the data base for this study. A demographic profile of these students was developed and compared to a profile of white students. The findings about the black females were the following: (1) their families were poorer; (2) they had lower grade point averages upon college entrance; (3) they aspired to a higher degree; (4) they attended college primarily to obtain a better job; and (5) they required more financial aid. The second phase of the study described characteristics of the institutions attended by these females and the educational and occupational outcomes of their college experiences. An analytical assessment is made of the impact of black and women's studies upon the self-concept and occupations of the subjects. The major finding was that enrollment in black and women's studies courses proved to be predictors of positive self-concept and nontraditional job status. Appended are 21 tables displaying the study data. (VM)

ED 288 755
SO 018 331

Cornwell, David; Hobbs, Sandy
What Interbehavioral Psychology Has To Offer Education--Now.

PUB DATE- 87
NOTE- 27p.; Paper and Appendix Two presented at the Annual Conference of the Experimental Analysis of Behavior Group (Fife, Scotland, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavioral Science Research; *Educational Psychology; Educational Research; Experimental Psychology; Learning Processes; *Learning Theories; *Psychoeducational Methods; Psychological Studies; Psychologists
IDENTIFIERS- EXRIB System of Analyzing Teaching; *Interbehavioral Psychology; Kantor (J R); Skinner (B F); Thyne (J M)

B. F. Skinner's influence on various applications of psychology in education has been greater than J. R. Kantor's, the founder of interbehaviorism. However, the field of education might benefit from a greater input of Kantorian, as opposed to Skinnerian, theory. Policymakers, administrators, and teachers have failed to totally adopt Skinner's educational proposals, which focus heavily on programmed instruction and do not consider how teaching is actually practiced or how educators discuss educational goals. Two examples of interbehavioral educational approaches are presented. One, based on "The Psychology of Learning and Techniques of Teaching" by J. M. Thyne, explains learning as the adoption of a new response to a situation. The second example, the EXRIB System of Analyzing Teaching, was developed as an indisciplinary endeavor and as part of the Classroom Interaction Project (CIP) at Jordanhill College. Project participants analyzed statements about teaching and observations of actual teaching situations and devised a model based on teaching as a goal-oriented activity. Appendices include an explanation of the EXRIB system and a report entitled "An Interbehavioral Perspective on Applied Behavior Analysis." Figures and tables are included. (JHP)

ED 288 830
SP 029 563

Small, Sue E.
Educational Wants and Needs: Identification and Acquisition through Participative Management Structures. Quality Circles.
PUB DATE- Nov 87
NOTE- 30p.; Paper presented at the Annual Conference of the National Council of States of Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Participative Decision Making; Program Development; Program Effectiveness; *Quality Circles; *School Effectiveness; *Staff Development; *Teacher Improvement; *Teacher Participation
IDENTIFIERS- *Baltimore County Public Schools MD

The Baltimore County Public School system implemented the use of quality circles in its school improvement programs to facilitate change through increased involvement of faculty in decision making. The program increased the productivity and the motivation of the staff in their efforts to strive toward excellence. This paper describes the program and presents two case studies that illustrate how the participative management structure worked to solve problems. Ten figures are provided. (CB)

ED 288 864
SP 029 661

Garland, Daniel J.
BASIC Computer Scoring Program for the Leadership Scale for Sports.
PUB DATE- 9 Nov 87
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Athletic Coaches; *Computer Oriented Programs; Evaluation Methods; Higher Education; *Leadership Styles; Student Attitudes; *Student Evaluation of Teacher Performance; Teacher Effectiveness

This paper describes a computer scoring program, written in Commodore BASIC, that offers an efficient approach to the scoring of the Leadership Scale for Sports (LSS). The LSS measures: (1) the preferences of athletes for specific leader behaviors from the coach; (2) the perception of athletes regarding the actual leader behavior of their coach; (3) the coach's perception of their leader behavior; and (4) the "ideal" leader behavior. The instrument consists of five dimensions of leader behavior in sports: (1) one direct task factor--training and instruction; (2) two decision style factors--democratic and autocratic; and (3) two motivational factors--social support and positive feedback. Information is provided on the hardware required, the organization of the LSS scoring program, and the modes of input desired from the user. A sample runoff is included. (JD)

ED 288 922
UD 025 895

Slavin, Robert E.; Madden, Nancy A.
Effective Classroom Programs for Students at Risk.
Center for Research on Elementary and Middle Schools, Baltimore, MD.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 87
NOTE- 49p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
GRANT- OERI-G-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Compensatory Education; *Continuous Progress Plan; Elementary Education; Grouping (Instructional Purposes); *High Risk Students; *Individualized Instruction; Program Effectiveness; Remedial Instruction
IDENTIFIERS- *Cooperative Learning

This paper examines research on classroom programs for elementary school students who are at risk for learning problems. The full range of alternative classroom organization models designed to meet the needs of low-achieving or heterogeneous classes is explored in an attempt to discover which type of program is most effective and why. The goal of this study is to determine how the education needs of all students can be met by fundamentally restructuring the regular classroom, as opposed to adding on services outside of the regular classroom. Therefore this review focuses on the specific, comprehensive programs beneficial to the achievement of students who are at risk and that are replicable at other schools. Research demonstrates that effective classroom programs accommodate instruction to individual needs while maximizing direct instruction, and assess student progress frequently through a structured hierarchy of skills. Two categories of programs emerged as particularly effective: continuous progress and cooperative learning. An extensive list of references is included. Descriptions of several types of successful programs are appended. (PS)

ED 288 813
SP 029 418

Jones, Margaret A., Ed.
Contemporary Elementary and Middle School Physical Education Conference (8th, Atlanta, Georgia, January 16-18, 1986).

SPONS. AGENCY- Georgia State Univ., Atlanta. School of Education.
PUB DATE- 86
NOTE- 222p.; For the 1987 conference proceedings, see SP 029 417. Some pages contain small/marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Dance Education; Elementary Education; Gymnastics; *Learning Activities; Middle Schools; Movement Education; *Physical Education; *Physical Education Teachers; *Staff Development
IDENTIFIERS- Georgia

The materials contained in this conference report are presented in three sections, one for each day of the conference. The agenda for the first day included an activity session entitled "Gregarious Activities Make Everyone Smile (Games)," a presentation on the use of computers in physical education, a session on the role of understanding in the teaching of games, and tours of elementary and middle schools. On the two remaining days more than 100 activity and position paper sessions were presented in open forum. These presentations, which make up the bulk of the report, deal with recent innovations, successful programming and teaching concepts, and research, and include such topics as self-concept enhancement through movement activities, adventure education and computers, aerobics for kids, classroom management in the gymnasium, creative equipment, and comparison of professional concerns of beginning and experienced teachers. Various kinds of dance are also described as well as specific activities ranging from jump rope to indoor speedball and from softball to juggling. (AA)

ED 288 881
SP 029 707

Sweetgall, Robert; Neeves, Robert
The Walking Wellness Teacher's Guide. A Resource Book for Elementary & Middle School Teachers.
REPORT NO.- ISBN-0-939041-05-7
PUB DATE- 87
NOTE- 130p.; For related documents, see SP 029 708-709.
AVAILABLE FROM- Creative Walking, Inc., P.O. Box 699, Newark, DE 19711 ($13.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerobics; *Exercise; *Health Education; Intermediate Grades; Junior High Schools; *Learning Activities; *Lesson Plans; Life Style; Nutrition; Program Development; Well Being
IDENTIFIERS- *Walking

This teacher's resource guide for implementing a "Walking Wellness" curriculum in grades four through eight offers 16 hands-on workshops. Activities focus on fitness walking, cardiovascular conditioning, nutrition and weight control, walking techniques and posture, stress control, tobacco-free living, and lifestyle planning. The student workbook is included. Workshop objectives, diagrams, and step-by-step lesson plans are offered. Appended are ten tips for walking, a calorie chart, how to avoid a heart attack, a glossary, creative walking ideas, and several walking quotations. (DF)

ED 288 895
TM 870 628

National Assessment of Educational Progress: 1985-86 Public-Use Data Tapes, Version 1.0. Codebooks and Layouts, Grade 11/Age 17.
National Assessment of Educational Progress, Princeton, NJ.
SPONS. AGENCY- Center for Education Statistics (OERI/ED), Washington, DC.
PUB DATE- 28 Apr 87
NOTE- 459p.; For related "Users' Guide," see TM 870 625.
GRANT- NIE-G-83-0011
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, CN 6710, Princeton, NJ 08541-6710 (set of TM 870 626-628, $50.00).
LANGUAGE- English
EDRS Price - MF01/PC19 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Computer Software; *Computer Storage Devices; *Databases; Educational Assessment; *Grade 11; High Schools; Item Analysis; Item Sampling; *Magnetic Tapes; *National Competency Tests; National Surveys; Questionnaires; Statistical Data; Testing Programs
IDENTIFIERS- Balanced Incomplete Block Spiralling; *National Assessment of Educational Progress

This document contains the codebooks and data record layouts for the 1985-86 Public-Use Data Tapes, Version 1.0. The Public-Use data tapes are created by the National Assessment of Educational Progress (NAEP) to provide outside researchers access to NAEP data. This book provides coded data collected on and from eleventh graders and 17-year-olds via student tests in mathematics, science, computer competence, literature, and U.S. history, as well as coded background information obtained from questionnaires given to students, teachers, and principals. The tests and questionnaires were presented in a Balanced Incomplete Block (BIB) spiral design in which each student received only some of the questions from each learning area. Items from each learning area were then assembled into blocks, which were in turn assembled into booklets. At each grade/age level, booklets 1-5 are "bridge" instruments, used to measure effects of changes in student age definition, time of testing, and mode of administration. This entire book contains data files for grade 11/age 17, including student BIB spiral data, bridge booklets 4 and 5 and responses to school questionnaire items. (JGL)

ED 288 908
TM 870 700

Schuyler, Nancy B.; Yonan, Barbara
Title VII Program, Final Technical Report: 1985-86.
Austin Independent School District, Tex. Office of Research and Evaluation.
SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- AISD-ORE-86-25
PUB DATE- Mar 87
NOTE- 204p.; Some tables are marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Achievement Gains; Achievement Tests; *Basic Skills; *Bilingual Education Programs; Bilingual Students; Bilingual Teachers; *Compensatory Education; Inservice Teacher Education; Language Tests; Limited English Speaking; *Program Evaluation; Scores; Secondary Education; *Spanish Speaking; Tutoring
IDENTIFIERS- *Austin Independent School District TX; *Emergency School Aid Act 1972; Iowa Tests of Basic Skills; Language Assessment Battery; Prueba Riverside de Realizacion en Espanol; Tests of Achievement and Proficiency

This report documents the 1985-86 Title VII Program of the Austin (Texas) Independent School District. Major findings indicated the following: (1) three program components--staff training, tutoring, and curriculum development--were implemented as planned; (2) the staff training component included a series of English as a Second Language endorsement courses and teachers' checklist responses showed significant improvement in their ability to organize instruction and use audiovisuals with Limited English Proficient (LEP) students; (3) both tutored and nontutored project LEP students made significant gains on the Language Assessment Battery (LAB), but tutored students did not make significantly greater gains than nontutored students; (4) as part of the curriculum development component a resource collection of multilevel content area materials for four project schools were purchased and an annotated bibliography of multilevel instructional materials was developed; (5) Project LEP students at Murchison Junior High and Travis High Schools made significant gains in reading, language, mathematics, social studies, and science as measured by La Prueba Riverside de Realizacion en Espanol; and (6) proposed objectives that 85% of students involved in Title VII would make gains on the Prueba Riverside, LAB, Iowa Tests of Basic Skills, or Tests of Achievement and Proficiency were not met. Seven appendices make up the majority of this document and are titled as follows: (1) Language Assessment Battery (LAB); (2) Iowa Tests of Basic Skills (ITBS), Tests of Achievement and Proficiency (TAP); (3) La Prueba Riverside de Realizacion en Espanol; (4) Criterion-Referenced Teacher Competency Checklist; (5) Administrator Interviews; (6) Teacher Survey; and (7) Tutor Records. (KSA)

ED 288 831
SP 029 572

Yardley, Eritha
Emerging Educational Programs To Combat AIDS: A Review of Pertinent Literature.
PUB DATE- 87
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Health Education; Prevention; Program Development; *Public Affairs Education; Publications; Public Health; *Sex Education; Social Problems

Presented is an analysis of literature about education to combat AIDS (Acquired Immune Deficiency Syndrome). The 38 articles represent efforts by organizations, government, scientists, educators, and other workers to advance public ability to cope with the problems AIDS presents. Writings include facts, guidelines, opinions, descriptions, history, and research reports. They are arranged according to the specific settings from which they originated. The U.S. Department of Health and Human Services communications of facts and plans, the workers' sharing of experiences, and the journal articles from the social sciences about investigations into how to change behavior lead in this march towards community capability. (Author/CB)

ED 288 848
SP 029 621

Dental Health Education Curriculum Guide for Use With Head Start Children and Families.
American Dental Association, Chicago, Ill.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
REPORT NO.- DHHS-OHDS-86-31535
PUB DATE- 85
NOTE- 156p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Dental Health; Eating Habits; Elementary Education; Health Education; *Learning Activities; Parent Teacher Cooperation; Physician Patient Relationship
IDENTIFIERS- Project Head Start

This teaching guide for a dental health curriculum for children in the Head Start Program contains lesson plans for the following areas: (1) introduction to the dental health program; (2) visiting the dentist; (3) awareness of the mouth; (4) the important functions of the mouth; (5) the importance of keeping teeth and gums clean; (6) toothbrushing; (7) the importance of fluoride and sealants; (8) wise food choices for a healthy mouth; (9) keeping teeth safe; and (10) reinforcement activities for dental health. Each lesson contains the following sections: (1) purpose of the lesson; (2) materials needed; (3) background information for the teacher; (4) starting the lesson; (5) classroom activities; (6) lesson review; and (7) a letter for parents. A resource list of organizations to contact for more information about dental health is included, as well as home visit activites to involve parents and information on caring for the disabled child's dental health. Also included is a questionnaire for use with Head Start families. (JD)

ED 288 865
SP 029 662

Garland, Daniel J.; Barry, John R.

The Effects of Personality and Perceived Leader Behaviors on Performance in Collegiate Football.

PUB DATE- 9 Nov 87
NOTE- 19p.; Paper presented at the Annual Meeting of the Georgia Psychological Association (Atlanta, GA, May, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; Football; Higher Education; *Leadership Styles; *Performance Factors; *Personality Traits; Physical Education; *Student Attitudes

The present study utilized a multidimensional model of leadership (Chelladurai & Carron, 1978) to examine the influence of personality traits and perceived leader behaviors on performance in collegiate football. Collegiate football players (n=272) from three southeastern United States universities were administered Cattell's Sixteen Personality Factor questionnaire and the Leadership Scale for Sports and subsequently grouped into three athletic performance categories (Regulars, Substitutes, and Survivors). Regression analyses indicated that personality traits and leader behaviors taken together contribute significantly to the prediction of performance. Players who were more group-dependent, tough-minded, extroverted, emotionally stable and who perceived their coach as offering more training and instruction, having a democratic decision-style, being more socially supportive, and offering more positive feedback were likely to perform more effectively. Players who perceived their coach as having an autocratic decision-style were not likely to perform as effectively. (Author)

ED 288 938
UD 025 917

Miles, Matthew B.
Improving the Urban High School: Some Preliminary News from 5 Cases.
Center for Policy Research, New York, N.Y.
PUB DATE- 19 Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American
Educational Research Association (San Francisco, CA, April 16-20,

1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Change Strategies; Coping; *Educational
Improvement; *High Schools; Improvement Programs; *Organizational
Change; *Program Implementation; Site Analysis; *Urban Education

Preliminary lessons emerging from five case studies contained in a larger study on improving urban high schools are explored in this report. An eclectic approach was taken to describe the contextual influences in and around the school improvement programs. Potential variables were selected from previous research to frame the investigation and site visits were made to each of the five schools. Findings are presented in the following categories: (1) the improvement programs; (2) reasons for the choice of program; (3) problems encountered; (4) managing and coping strategies; (5) managing/coping consequences; and (6) the results of implementation. The cross-site analysis yielded a list of hints to advise those trying to improve urban high schools. The themes suggested by the findings are the following: (1) the process is not so well defined since it must encompass local context and history; (2) the process requires active, coherent management with a strong capacity-building emphasis; (3) people within the school must be empowered and the school's power within the district must increase; (4) active, change-oriented principals are positive influences in the process; and (5) urban high schools can be improved with an effective schools and/or effective teaching approach. (VM)

ED 288 756
SO 018 360

Keegan, Carol
Public Participation in Classical Ballet: A Special Analysis of the Ballet Data Collected in the 1982 and 1985 Survey of Public Participation in the Arts.
National Endowment for the Arts, Washington, DC. Research Div.
PUB DATE- 30 Apr 87
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audience Analysis; *Audience Participation; Audiences; *Dance; Data Analysis; Data Interpretation; Interest Research; Participant Characteristics; *Performance; Television; Theater Arts
IDENTIFIERS- Survey of Public Participation in the Arts

The 1982 and 1985 Survey of Public Participation in the Arts (SPPA) produced a national audience profile for classical ballet and explored factors that predispose participation in this art form. This monograph analyzed data from these surveys in terms of: (1) audience size and composition for live ballet performances; (2) television's role in exposing the public to ballet; (3) childhood socialization experiences that tend to encourage adult participation; (4) music preferences as they relate to ballet; and (5) ballet audience growth potential and factors that inhibit it. Findings indicated that 20 percent of the adult population participate in ballet by attending live performances, watching it on television, or dancing in a public performance. People most likely to attend ballet performances are: (1) women; (2) between 25 and 44 years old; (3) living in single-person households; (4) college educated; (5) living in households annually earning more than $25,000; (6) living in or near an urban area; and (7) in professional occupations or full-time students. Recommendations focus on the importance of childhood arts education, strategies dance companies might use to promote performances, and the need for ballet to be produced on television. Numerous data tables and the SPPA questionnaire are included. (JHP)

ED 288 770
SO 018 429

Hendrikson, Leslie, Ed.
Data Book of Social Studies Materials and Resources. Volume 12.
Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO.- ISBN-0-89994-301-1

PUB DATE- 87
NOTE- 138p.; For Volume II, see ED 268 022.
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Elementary Secondary Education; *Instructional Effectiveness; *Instructional Material Evaluation; *Instructional Materials; *Social Studies

The document provides analyses of curriculum materials that help elementary and secondary school teachers, administrators, curriculum coordinators, and college methods teachers select materials that are appropriate for their students, school, and community. Analyses are provided on the basis of grade level, content, underlying philosophy, goals, strategies, structure, innovativeness, and merit. The first major section of the book contains analyses of elementary (K-6) social studies materials including: (1) three analyses of basal programs; (2) three revised analyses of basal programs; and (3) 31 brief descriptions of supplementary materials. The second major section is devoted to secondary (7-12) curriculum materials including: (1) 21 new analyses of basal programs; (2) 10 shorter analyses of revised editions; and (3) 55 brief descriptions of supplementary materials. The third section of the book includes 31 short analyses of teacher resource materials. Each analysis includes information about the authors or developers, publisher, publication date, grade level, materials, cost, and subject area. The document concludes with indexes and a list of publishers' addresses. (SM)

ED 288 785
SO 018 555

Frank, Rita E.
The Emergence of Route Map Reading Skills in Young Children.
PUB DATE- Apr 87
NOTE- 45p.; An abbreviated version of this paper was presented at the Biennial Meeting of the Society for Research in Child Development (Baltimore, MD, April 23-26, 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; Cognitive Processes; Early Childhood Education; *Map Skills; Metacognition; Social Studies; Spatial Ability; *Young Children

There is little agreement about how the ability to read route maps initially emerges and about how it should be stimulated by early childhood educators. This study assessed the route map reading behavior of young children and the basic skills that might contribute to that behavior. In individual videotaped sessions, 120 four, five, and six year olds, assigned to either a mimetic or itinerary map condition, used a series of four route maps (three pretraining; one experimental) to locate animals in a small-scale zoo. Each child's knowledge of basic spatial ability, symbol recognition, and metacognitive skills (thought to underlie map reading performance) was assessed during pretraining. During the experimental task, where and how often children referred back to the map for guidance and contingent route traversal success, was measured. Three questions were asked: (1) What was the initial level of mastery of each skill? (2) What was the level of mastery after explicit instruction? and (3) What was the relationship of possession of these skills to successful map reading performance? Instruction improved the performance of all three age groups on all three map understanding measures. Results indicated that fragile map understanding and usage skills are emerging during the years from 4 to 6 and that the key to this emergence is an increasing capacity to successfully intercoordinate spatial ability, symbolization, and metacognitive skills. (Author/SM)

ED 288 799
SO 018 604

Beca, Carlos E.; And Others
Alfabetizacion y Postalfabetizacion en America Latina: Perfiles de Projectos y Programas Vigentes (Literacy Programs in Latin America and the Caribbean: Profiles of Existing Programs and Projects).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.

PUB DATE- May 87
NOTE- 68p.
LANGUAGE- Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Books (010) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Skills; *Illiteracy; *Literacy; *Literacy Education; Primary Sources; Research Projects; Research Reports
IDENTIFIERS- *Caribbean Islands; *Latin America

The principal aspects that characterize the illiteracy problem in 14 Latin American and Caribbean countries and the achievements of 22 currently established literacy programs were determined through a 1981 UNESCO study. The purpose of this study was to obtain data useful in the planning of future literacy programs. Section one identifies illiteracy rates and notes the years in which literacy programs were instituted. Section two contains information concerning: (1) various program proposals; (2) structure organization, planning, strategy, and educational methodologies; (3) instructional materials; (4) cost and financing; and (5) program evaluations. Section three addresses specific program results in relation to established goals and obstacles, and section four describes projections for 1986-1990. Conclusions are presented in section five and indicate that between 1970 and 1980: (1) illiteracy rates dropped from 28 to 19 percent; (2) over two million persons achieved literacy; (3) illiteracy is highest among rural and female populations; and (4) efforts at reducing minority population illiteracy were not effective. Future projections indicate a need for governmental support, increased participant interest, additional human resources, and adequate materials. Goals, established for 1986-2000, include efforts to increase literacy by over one million persons annually and to eliminate illiteracy by the year 2000. Tables and the survey questionnaire are included. (JHP)

ED 288 882
SP 029 708

Sweetgall, Robert; Neeves, Robert
Walking Wellness. Student Workbook.
REPORT NO.- ISBN-0-939041-04-9
PUB DATE- 87
NOTE- 83p.; For related documents, see SP 029 707-709.
AVAILABLE FROM- Creative Walking, Inc., P.O. Box 699, Newark, DE 19711 ($5.00)
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Aerobics; *Exercise; *Health Education; Intermediate Grades; Junior High Schools; *Learning Activities; Life Style; Nutrition; *Physical Fitness; Well Being
IDENTIFIERS- *Walking

This comprehensive student text and workbook, for grades four through eight, contains 16 workshop units focusing on walking field trips, aerobic pacing concepts, walking techniques, nutrition, weight control and healthy life-style planning. Co-ordinated homework assignments are included. The appendixes include 10 tips for walking, a calorie chart, how to avoid a heart attack, a glossary, creative walking ideas, and several walking quotations. (JD)

ED 288 814
SP 029 473

Kelsey, Craig; Gray, Howard
The Budget Process in Parks and Recreation. A Case Study Manual.
American Alliance for Health, Physical Education, Recreation and Dance, Reston, VA. American Association for Leisure and Recreation.
REPORT NO.- ISBN-0-88314-339-9
PUB DATE- 86
NOTE- 85p.
AVAILABLE FROM- American Alliance for Health, Physical Education, Recreation, and Dance, 1900 Association Drive, Reston, VA 22091 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Case Studies; Higher Education; *Parks; *Program Budgeting; Program Implementation; *Recreation

This case study manual, designed for undergraduate or graduate students studying the area of parks and recreation fiscal management, considers the practical, critical skills of budgeting techniques. The manual deals with the most common budgeting styles in a step-by-step approach with case study exercises. Each chapter includes an introduction to a particular budget style, a description of the budget, purposes of the budget, a step-by-step budget process, and advantages and disadvantages of the method considered. Budget styles covered are: object classification, line item, fee, program, performance, planning programming budgeting system, zero-based, activity, function, unit, fund, character, increment-decrement, running, benefit cost, and capital. A final chapter discusses the financial statement, the final aspect of the budget process. (CB)

ED 288 923
UD 025 898

Work, Education, and Training Opportunities for Welfare Recipients. Hearings before the Subcommittee on Public Assistance and Unemployment Compensation of the Committee on Ways and Means. House of Representatives, Ninety-Ninth Congress, Second Session.
Congress of the U.S., Washington, D.C. House Committee on Ways and Means.
PUB DATE- 17 Jun 86
NOTE- 540p.; Serial 99-91. Many pages contain small print.
AVAILABLE FROM- U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Early Parenthood; *Educational Opportunities; *Employment; *Employment Programs; High Risk Persons; Labor Market; Pregnancy; *Public Policy; Unemployment; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Work Incentive Program

This document includes the testimony of 52 witnesses at the subcommittee hearings on work, education, and training opportunities for welfare recipients. Topics covered in the testimony include the following: (1) state differences in welfare services; (2) problems in current welfare policies; (3) programs to address teenage pregnancy and parenting; (4) workfare and other work incentive programs; (5) public and private training programs; and (6) joblessness and unemployment. In addition to the testimony from invited witnesses, seven people submitted written statements for the record. (VM)

ED 288 832
SP 029 573

Nias, Jennifer
Teacher Socialisation: The Individual in the System.
Deakin Univ., Victoria, (Australia). School of Education.

REPORT NO.- ISBN-0-7300-0399-X
PUB DATE- 86
NOTE- 153p.
AVAILABLE FROM- Deakin University Press, Deakin University, Victoria 3217, Australia ($15.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Foreign Countries; Higher Education; *Individual Development; Job Satisfaction; Preservice Teacher Education; *Self Concept; *Socialization; Teacher Behavior; *Teacher Characteristics; *Vocational Maturity
IDENTIFIERS- *England

This monograph presents an analysis of the central characteristics of self-image held by a group of graduates during their experience as primary school teachers in England, and the ways that they sought to preserve their sense of identity during their first decade of work. Data were gathered from personal accounts of 99 teachers through in-depth interviews and observations. A study of the results revealed that many of the teachers shared common views of themselves in terms of motivation, values, and ideals, even though each was unique in terms of personality and experience. It is suggested that the teachers whose views are reported in this study saw teacher development primarily as the development of the person and professional socialization as a pro-active and voluntary process of seeking or negotiating a context in which they felt they could "be themselves." The second and longer portion of the monograph is devoted to the following readings: (1) "The Limits of Socialization" (Dan C. Lortie); (2) "Developmental Stages of Preschool Teachers" (Lilian G. Katz); (3) "Situationally Constrained Strategies" (Colin Lacey); (4) "Self-Confrontation Reviewed: A Conceptualisation for Video Playback in Teacher Education" (Frances F. Fuller and Brad A. Manning); and (5) "Strategies, Commitment and Identity: Making and Breaking the Teacher Role" (Peter Woods). A brief annotated bibliography is included. (JD)

ED 288 849
SP 029 622

Feiman-Nemser, Sharon, Ed.
Teacher Education and Learning to Teach: Proceedings of the Annual NCRTE Retreat (1st, Harbor Springs, Michigan, June 24-26, 1987). Conference Series 87-1.
National Center for Research on Teacher Education, East Lansing, MI.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 87
NOTE- 141p.
AVAILABLE FROM- National Center for Research on Teacher Education, 516 Erickson Hall, College of Education, Michigan State University, East Lansing, MI 48824-1034 ($13.25).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Change; Higher Education; Mathematics Instruction; Preservice Teacher Education; Program Improvement; Research Utilization; *Teacher Education Programs; Teacher Effectiveness; *Teaching Experience; *Teaching Skills; Writing Instruction

The National Center for Research on Teacher Education held a retreat for teacher educators in programs connected with the Center's research. The proceedings, which enable a wider audience to learn about the deliberations, combine summaries of interactive sessions with presented papers. Interactive sessions focus on two issues: expertise in teaching and the role of experience in learning to teach. Papers present issues and questions that emerged from exploratory interviews conducted by Center researchers with teacher educators at 22 different teacher education programs. The proceedings also include an overview of the Center's research and a paper on how the Center is studying changes in teachers' knowledge, skills and dispositions. The proceedings close with a conversation between Judith Lanier, President of the Holmes Group, and Harry Judge, Head of the Faculty of Educational Studies at Oxford University, on teacher education reform in the United States.

(Author)

ED 288 866
SP 029 663

Garland, Daniel J.; Barry, John R.
Personality and Success in Intercollegiate Football.
PUB DATE- Mar 87
NOTE- 9p.; Paper presented at the Convention of the Southeastern Psychological Association (Atlanta, GA, March 25-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *Football; Higher Education; *Performance Factors; *Personality Traits; Success

A study sought to identify personality factors associated with high levels of performance in collegiate football. A sample of 272 football players who were attending three southeastern United States universities took the "16 Personality Factor Questionnaire" prior to the season's first game. Analysis of responses and players' athletic performances indicated that 3 of the 16 personality traits--group dependence, tough-mindedness, and extroversion--were significant predictors of athletic performance. Although this finding is consistent with personality trait theory, more research is needed with situational and behavioral theories in various sport populations to identify which of these factors are associated with athletic performance. (CB)

ED 288 883
SP 029 709

Sweetgall, Robert; Neeves, Robert

Walking for Little Children. Creative Workshops for Teaching Walking & Wellness.

REPORT NO.- ISBN-0-939041-03-0
PUB DATE- 87
NOTE- 69p.; For related documents, see SP 029 707-708.
AVAILABLE FROM- Creative Walking Inc., P.O. Box 699, Newark, DE 19711 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerobics; Elementary Education; *Exercise; *Games; *Health Education; *Learning Activities; Life Style; *Physical Fitness; Well Being
IDENTIFIERS- *Walking

This walking primer is intended for teachers and parents who are interested in early childhood wellness. The manual contains 40 photographs and 60 fitness walking exercises, walking games and fun workshops in nutrition and children's weight control, walking field trips, and guidance for the walking teacher. Attention is given to winning parental and administrative support. (JD)

TM

ED 288 896
TM 870 632

Test Resource Guide, 1987.
New York City Board of Education, Brooklyn, N.Y. Div. of Special Education.
PUB DATE- 87
NOTE- 366p.
LANGUAGE- English
EDRS Price - MF01/PC15 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Diagnostic Tests; *Disabilities; Educational Diagnosis; Educational Testing; Elementary Secondary Education; Handicap Identification; *Limited English Speaking; Non English Speaking; *Special Education; Test Interpretation; *Test Reviews; Test Selection; Test Use; *Vocational Evaluation
IDENTIFIERS- Education for All Handicapped Children Act; New York City Board of Education; School Based Support Teams

The Test Resource Guide (TRG) is designed to provide professionals in the New York City (New York) Public Schools with a compendium of assessment devices for use in decision making; specifically, determining eligibility for special education services, planning an instructional program, and charting progress. The introduction to TRG describes: (1) testing procedures; (2) the psycho-educational model of assessment adopted by the New York City Board of Education; (3) standards for achieving quality assessments; and (4) the uses, development, and organization of TRG. This guide may be used as part of the assessment planning phase to help select appropriate tests, as a tool for increasing professional awareness of available tests across a number of domains, and as a staff development tool. Approximately 340 pages of test reviews and information are presented. Test reviews include the following items: intended purpose of the test, description, norm data, reliability, validity, and a section containing special alerts, effective uses, and comments. A wide range of tests are reviewed: tests of academic functioning (achievement batteries, readiness, reading, language arts, mathematics), adaptive behavior, cognitive functioning, communication and language, perceptual and motor functioning, social-emotional assessment, bilingual-limited English proficiency, and vocational assessment. State and federal laws and regulations are discussed. Chancellor's regulations are appended, as well as a publisher's directory, glossary, and bibliography. (MDE)

ED 288 909
TM 870 716

Tal, Joseph S.
Numerical Facilities: A Review of the Literature. Technical Report 1985-3.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Dec 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Arithmetic; Cognitive Ability; Cognitive Measurement; *Cognitive Tests; Factor Structure; *Intelligence; Literature Reviews; *Mathematics Skills; *Mathematics Tests; *Nonverbal Ability
IDENTIFIERS- Army Air Forces Classification Batteries; Army Classification Battery; Thurstone Primary Mental Abilities Schema

This review of the relevant literature in the area of numerical facility attempts to clarify the construct of numerical facility and provide guidance for items tapping this ability. The review is presented in five parts. The first section introduces two approaches that can be used to investigate numerical facility, including factor analysis. Studies that have attempted to isolate a numerical factor are presented in the second section. The third section deals with mathematical ability, a construct typically viewed as related to numerical facility. Several studies relating numerical facility and "automatic processes" are presented in the fourth section. The fifth section supports Thurstone's (1938) conclusion that the ability to manipulate numbers is a unique ability and that there is some evidence that this is genetic in nature. Although most of the studies measuring this ability used problems involving simple arithmetic, this may not be the best way to measure numerical facility. It is suggested that tasks involving the manipulation of symbols other than numerals might be preferred. A recommendation is made that the Johnson O'Connor Research Foundation use three tests to research this construct: (1) simple arithmetic; (2) simple arithmetic involving some arithmetic reasoning; and (3) nonnumerical manipulation. (KSA)

ED 288 939
UD 025 918

Miles, Matthew B.
Practical Guidelines for School Administrators: How To Get There.
Center for Policy Research, New York, N.Y.
PUB DATE- 23 Apr 87
NOTE- 22p.; Paper presented at Symposium on Effective Schools Programs and the Urban High School: The Management of Large-Scale Change at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; High Schools; Models; *Organizational Change; Planning; *Program Implementation; Research Utilization; *School Administration; Success; *Urban Education

This paper presents a model for turning research findings into prescriptions for practical action. The model contains the following five interactive elements: (1) clear, understandable research knowledge; (2) relevant knowledge, which is seen as meaningful to normal life and concerns; (3) images of actions which exemplify the knowledge; (4) a will to do something with the knowledge; and (5) the behavioral ability to do the actions envisioned. This model is applied to the implementation of improvement programs in urban high schools. Successful and unsuccessful examples of implementation are presented and compared. The conceptualization of knowledge in this way is a prelude to the development of materials and training formats for people who will bring about school improvement. Case materials and vignettes will be used to help school administrators understand the findings and apply them to their own experiences. (VM)

ED 288 771
SO 018 430

Schiff, Elizabeth N.
A Comparison of Chinese American and Hispanic Perceptions of Communication Discrimination.
PUB DATE- Feb 87
NOTE- 23p.; Paper presented at the Conference of the Western Speech Communication Association (Salt Lake City, UT, February 14-17, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chinese Americans; Chinese Culture; Hispanic American Culture; *Hispanic Americans; *Interpersonal Relationship; *Racial Discrimination; Racial Identification; *Social Bias; Stereotypes

Most studies of discrimination have been based on researchers' observations or on the perceptions of those who discriminate. Few attempts have been made to focus on the perceptions of the victims of discrimination. A comparison made between the direct perceptions of Hispanic Americans and those of Chinese Americans, both of whom are victims of discrimination in the United States, shows the similarities and differences that exist between the two groups.

This study may offer insights into patterns of interpersonal conflict between each of these minorities and the white majority. (Author/AEM)

ED 288 800
SO 018 605

Leiva, Raquel Ojeda
Eduquemos con Musica (Let's Educate with Music).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- Jun 87
NOTE- 107p.
LANGUAGE- Spanish
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Applied Music; Elementary Education; Instructional Materials; Music; *Music Activities; *Music Education; Music Teachers; Preschool Education; Preservice Teacher Education; Songs; Teaching Guides; Textbooks
IDENTIFIERS- *Caribbean Islands; *Latin America

This elementary and preschool music textbook is designed to reflect Latin America and Caribbean Island cultures and to be useful in both school classrooms and in teacher training courses. Short, easy to learn songs, illustrated pages, and 10 musical games are combined to teach musical forms, rhythm, auditory discrimination, language usage, motor skill development, and cultural values. Goals of this music program include the teaching of music to: (1) support other classroom activities; (2) encourage the development of a sense of rhythm; (3) enhance the recognition of musical sounds and teach vocal ranges; (4) teach correct breathing methods; and (5) assist in language development and in the teaching of new languages. Music scores are included. (JHP)

ED 288 924
UD 025 899

To Present and Examine the Result of a Survey of the Graduates of the Small Business Administration Section 8(a) Minority Business Development Program. Hearing before the Committee on Small Business. United States Senate, One Hundredth Congress, First Session.
Congress of the U.S., Washington, DC. Senate Committee on Small Business.

REPORT NO.- Senate-Hrg-100-168
PUB DATE- 12 May 87
NOTE- 111p.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Problems; Admission Criteria; *Business Administration; *Business Skills; Graduates; *Minority Groups; *Skill Development; *Small Businesses; Technical Assistance
IDENTIFIERS- *Small Business Administration

Graduates of the Minority Business Development Program were surveyed in order to determine the extent to which the program gave them the experience and tools they needed to prosper in business. The results of the survey were presented at a hearing before the Congressional Committee on Small Business. Most of the responses from the graduates were positive (between 70 and 80 percent are still in business in spite of prophecies that they would fail), which indicates that the program did impact knowledge and sharpen skills needed. Some comments and criticisms of the program were the following: (1) the selection of participating businesses is too political; (2) very few of the graduates are involved in manufacturing; (3) dropouts and graduates should be followed up so that they can give input for improving the program; (4) an examination should be made of the tendency of new graduates to sell out to larger corporations; (5) changes should be made in the program so that participants are more prepared for the severance of ties upon graduation; and (6) the administrative practices of the Small Business Administration, which directs this program, need to be changed and monitored. (VM)

ED 288 757
SO 018 361

Where Artists Live 1980. Report #19.
National Endowment for the Arts, Washington, D.C.
REPORT NO.- ISBN-0-89062-209-4
PUB DATE- Mar 87
NOTE- 74p.
AVAILABLE FROM- Publishing Center for Cultural Resources, 625 Broadway, New York, NY 10012 ($8.00).
LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artists; *Census Figures; Comparative Analysis; Data Analysis; Demography; *Geographic Distribution; *Geographic Location; Migration; Migration Patterns; *Place of Residence; Population Distribution; Population Growth; Population Trends; Research Reports; Residential Patterns; Statistical Analysis; Trend Analysis; Urban Population
IDENTIFIERS- Census 1970; Census 1980

Information on the number and location of U.S. artists, as reported in the 1980 Census of Population, is examined, and comparisons are made with 1970 Census figures. This document describes national growth trends in specific art occupations and regional changes in comparison to total labor force changes. The impact of migration on the distribution of artists is examined, along with the effects of new labor force entries and occupational changes. Statistical data are presented for 1970 and 1980 individual states' distributions of: (1) actors and directors; (2) announcers; (3) architects; (4) authors; (5) dancers; (6) designers; (7) musicians and composers; (8) painters, sculptors, craft artists, and artist printmakers; (9) photographers; (10) teachers of art, drama, and music (higher education); and (11) other artists. A written summary is provided for each state, and information concerning the concentration of artists in major U.S. Standard Metropolitan Statistical Areas (SMSAs) is provided. Civilian labor force totals, artists in the civilian labor force percentages, the total number of artists, and percentages of U.S. artists for each state and selected large SMSAs are appended. Tables, figures, and maps are included. (JHP)

ED 288 786
SO 018 558

Elliott, David L.
Living Document or Historical Artifact: Presentation of the U.S. Constitution in U.S. History Textbooks.
PUB DATE- 23 Apr 87
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Content Analysis; Elementary Secondary Education; Grade 5; Grade 8; Grade 11; *Textbook Content; *Textbooks; *United States History
IDENTIFIERS- *United States Constitution

The study-in-progress examines the treatment of the U.S. Constitution in U.S. history textbooks at the fifth, eighth, and eleventh grade levels. The study focuses on how textbook authors treat: (1) the background and historical setting from which the U.S. Constitution emerged; (2) the writers of the Constitution and the process they went through to produce it; (3) the descriptions of the Constitution's key provisions; (4) the issues involved in the ratification process; and (5) the extent to which the U.S. Constitution is depicted as a living document that has been amended over the years and continues to be the foundation of the government and nation. The study also focuses on how the Constitution is treated at different grade levels. Comparisons were made across textbooks at the same grade level and between the fifth and eighth grade levels. The findings were that the eighth grade textbooks offered more topics and subtopics, generally covered each topic in more detail, and reproduced the text of the U.S. Constitution accompanied by paraphrasing. The findings suggest that the treatment afforded the Constitution at grades five and eight is not sufficient and requires supplementary work by the teacher. The research also suggests that curriculum planners should take advantage of the opportunities at the three grade levels to help students develop their understanding from basic concepts in grade five to increasingly sophisticated concepts and principles in grades eight and eleven. (SM)

ED 288 815
SP 029 480

Intercollegiate Athletics Program Review. Report and Recommendations.
State Univ. System of Florida, Tallahassee.
REPORT NO.- BOR-86-5
PUB DATE- Dec 86
NOTE- 86p.; Photographs will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Standards; *College Athletics; Higher Education; *Intercollegiate Cooperation; Program Budgeting; *Program Evaluation
IDENTIFIERS- *Florida

Results of a program review of intercollegiate athletics in the State University System of Florida are presented. The study covered program history, mission and purpose, compliance with regulations, budgetary and financial matters, organization, accountability, student-life issues, and registration/class-scheduling/grading. The nine institutions within the State System conducted self-studies of their athletic programs and the consultants made site visits. This document contains recommendations made for both the entire system and the individual schools, touching on such areas as: (1) use of education funds for intercollegiate athletics; (2) financial accountability; (3) academic performance; (4) formation of a Florida conference; (5) direct support organizations; (6) addition of sports and change of sports competition level (7) equity; (8) mission statements; (9) faculty representatives/athletic councils; (10) academic integrity; (11) compliance; (12) booster organizations; and (13) athletic fees. Appended are a charge to the universities concerning the self-studies, a timetable for program review, an explanation of the issues to be considered in the review, a list of athletics programs in the system, and a proposed financial reporting format. (CB)

ED 288 772
SO 018 466

Woods, Richard D.
The Development of Stereotype-Free Teaching Materials for the K-12 Levels. A Selected and Annotated List of Bibliographies on Latin American Studies for Teachers K-12.
PUB DATE- 25 Oct 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Latin American Studies Association Meeting (Boston, MA, October 23-25, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Annotated Bibliographies; Cultural Education; *Cultural Images; Elementary Secondary Education; *Enrichment Activities; Instructional Materials; Minority Groups; *Multicultural Education; Proverbs; Reference Materials; Spanish; *Stereotypes
IDENTIFIERS- *Latin American Studies; *Spanish American Culture

This document contains suggestions and materials for developing stereotype-free teaching materials. The paper is divided into five parts: (1) introduction, (2) bibliographies, (3) proverbs, (4) Spanish names, and (5) Spanish loan words. The introduction outlines 17 suggestions for developing units on cultural enrichment. Multiple resources for instructional materials and selected readings are included in the annotated list of bibliographies on Latin American studies. Proverbs are provided in French, Spanish, and Portuguese as a method to teach about Latin American culture. English first names with their Spanish equivalents and the names of Mexican restaurants in San Antonio are provided as an example of teaching culture through names commonly encountered in U.S. culture. The last section contains a listing of Spanish loan words in English. (SM)

ED 288 833
SP 029 574

Nias, Jennifer
Seeing Anew: Teachers' Theories of Action.
Deakin Univ., Victoria, (Australia). School of Education.
REPORT NO.- ISBN-0-7300-0448-1
PUB DATE- 87
NOTE- 64p.
AVAILABLE FROM- Deakin University Press, Deakin University, Victoria 3217, Australia. ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Books (010)
DESCRIPTORS- *Change Strategies; *Educational Change; Group Discussion; *Group Dynamics; *Individual Development; Interpersonal Communication; *Social Psychology; Teacher Attitudes; Teacher Behavior

In the first section of this monograph, the reasons why the personal nature of teaching makes it relatively impervious to outside influences are explored. It is suggested that change in education occurs only when the individual teacher changes. Educational innovation is viewed as a matter of facilitating and sustaining modification in the individual teacher's perspectives and sense of identity. The second section discusses the theories of S. H. Foulkes, who stressed the social nature of people and placed the responsibility for personal change in the hands of individuals, while accepting that to achieve this they need the challenge and support of others. Foulkes saw the individual and the group as inseparably linked. He asserted that change can be achieved through open discussion in which the agenda is set by group members. The third section of the monograph discusses education and suggests, with examples, ways that Foulkes's ideas might contribute to both teacher education and school development. The final section explores the potential for change offered by Foulkes's theories, and those of other social scientists who see social changes as linked, through communication, to the development of individual consciousness. (JD)

ED 288 850
SP 029 623

Hubbard, Russ S.
Teaching in the Future Tense.
PUB DATE- 24 Nov 87
NOTE- 19p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (12th, San Diego, CA, November 20-24, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cooperative Planning; Creative Thinking; *Decision Making; *Educational Improvement; Educational Philosophy; Elementary Secondary Education; *Futures (of Society); *Intellectual Development; Postsecondary Education; Student Motivation; *Student Responsibility; Teamwork

"Teaching in the Future Tense" is an approach to education which develops student initiative and responsibility, the ability to work cooperatively, experience in democratic decision-making, and the ability to envision and work toward alternative futures. It is firmly based on the "experimentalist" philosophy of education, as distinct from the mainstream "essentialist" philosophy. The paper describes how a small group of elementary, secondary, and post-secondary educators and interested citizens in Spokane, Washington have worked together over the past two years to create a vision of what the future of education in their community could be. It contrasts their philosophical beliefs with more traditional approaches to schooling, provides vignettes of their classroom work, and describes the kinds of in-service work they have identified for learning how to "teach in the future tense." (Author)

ED 288 867
SP 029 664

Raftery, John P.
Improving the Performance of Students and Teachers.
PUB DATE- Mar 87
NOTE- 7p.; Paper presented at the Annual Convention of the National Association of School Psychologists (19th, New Orleans, LA, March 4-8, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Attention Span; *Classroom Communication; Elementary Secondary Education; Instructional Improvement; *Learning Strategies; *Positive Reinforcement; *Student Behavior; Student Evaluation; Teacher Behavior; Teaching Methods

This report offers some concepts and procedures intended to help teachers in motivating students to physically, cognitively, and behaviorally attend to academic tasks in the classroom setting. A discussion is presented on the importance of assessing and identifying the academic behaviors and subject skills that each student can successfully practice. An instructional approach known as "shaping" is suggested as a means of improving both behavior and skills. This is a procedure in which small steps and successive approximation toward a desired goal or skill receive some kind of recognition or reinforcement. It is pointed out that too much time is spent in attending to and confronting negative student behavior with counter-productive results. Using effective communication techniques to reinforce positive responses from students can diminish the frequency and intensity of negative interactions and improve student performance. (JD)

ED 288 884
TM 870 517

Muscella, Deborah
Uncovering Beliefs about Learning: Multimethod, Multitrait Research.
PUB DATE- Apr 87
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Beliefs; Cognitive Dissonance; Cognitive Style; Hispanic Americans; Kindergarten Children; *Learning Activities; Learning Theories; Low Achievement; Low Income Groups; Models; Multidimensional Scaling; *Multitrait Multimethod Techniques; Parent Attitudes; Primary Education; *Research Design; *School Attitudes; *Student Attitudes; Student Participation; Teacher Student Relationship; Teaching Methods; Whites
IDENTIFIERS- INDSCAL Computer Program

The central theme of this paper is that multimethod, multitrait research is essential to uncover learning beliefs and learning structures. The year-long social-ecological study clearly illustrated the efficacy of such a research process. This was a study of the elements of a kindergarten classroom environment and the beliefs that parents, teachers, and children had about school learning. A comparison was made of the beliefs and participation of Hispanic and Anglo children from low and middle income families. A person-environment interaction model provided the conceptual framework and shaped the multi-operational research strategies. Results indicated that parents, teachers, and children had different beliefs about classroom learning events, with parents shaping portions of both children's and teachers' beliefs. All children were preoccupied with rules and procedures for learning activities, especially low achievers. Achievers and low achievers differed markedly in the importance they attributed to learning events. Both low income and low-achieving students preferred cooperative learning activities. The discrepancies between learning beliefs and learning events were greater for Hispanic, low achieving, and low income students. Multiple operations analyses were instrumental in specifying the discordance between beliefs and the classroom teaching-learning structure. (MDE)

ED 288 897
TM 870 678

Rouse, Albert H.
The Development and Validation of a School Unit Output Model for Recognizing Merit Schools.
PUB DATE- Apr 87
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related documents, see TM 870 679-681.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Surveys; Educational Quality; Elementary Secondary Education; Evaluation Criteria; Institutional Evaluation; Models; *Outcomes of Education; Productivity; *Program Development; Questionnaires; *Recognition (Achievement); *Rewards; *School Effectiveness; School Surveys
IDENTIFIERS- *Cincinnati Public Schools OH; *Design for School Excellence; Effective Schools Research; Excellence in Education

The current success and acceptability of the Design for School Excellence (DSE) in the Cincinnati (Ohio) Public Schools is due largely to the seriousness in which the Board of Education and the Superintendent communicated with school employees and the entire community in planning the final outcome of this program. From the original suggestion of a merit pay plan, the Board and administrative team went on to gather information regarding school excellence, school productivity, and merit school characteristics. Reviews of the literature and existing models of school excellence and improvement were considered in depth. A proposal for outside funding was written, but not funded. With input from the entire administrative team of the school system, outcomes regarding achievement, attendance, and attitudes were ranked in order of importance and considered for the DSE. An external review panel of educators accepted these output variables and recommended a broader survey be taken. Some 28,000 parents, students, teachers, and community members were surveyed in March, 1985. Results reported broad support for the DSE. The survey indicated that the types of rewards to be given to merit schools were public recognition, additional funds, some kind of student rewards, and less support for cash bonuses for merit school staffs. (The Community Survey is included.) (KSA)

ED 288 940
UD 025 922

Assuring Educational Success for Students At Risk. Policy Statement.
Council of Chief State School Officers, Washington, D.C.
PUB DATE- 16 Nov 87
NOTE- 9p.; Paper presented at the Annual Meeting of the Council of Chief State School Officers (Ashville, NC, November 16, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Dropouts; *Educational Change; Educational Improvement; Educational Quality; *Equal Education; Government Role; Graduation; *High Risk Students; High Schools; Individual Differences; *Low Achievement; Outcomes of Education; Poverty

America has not attained its goal of a fully literate and educated population. In order to assure high school graduation for all students, states must undertake new initiatives to reach the one out of four youth who does not graduate. Substantial changes in education policy and in school practice are necessary to accomplish this objective. These changes include the following: (1) increase government funding for education at federal, state, and local levels; (2) strengthen the practice of teaching; (3) change school programs so that they are more effective; (4) create partnerships among parents, communities and schools; (5) improve programs for health, housing and other social sectors which have an impact on student well-being and (6) initiate outreach from the schools to other public and private agencies which may be able to help with these changes. (VM)

ED 288 801
SO 018 606

Fernandez, Enrique Alonso, Ed.
La Formacion Docente y la Educacion Primaria en Una Propuesta de Cambio (Teacher Training on Education: A Proposal for Change).
United Nations Educational, Scientific, and Cultural Organization, Santiago (Chile). Regional Office for Education in Latin America and the Caribbean.
PUB DATE- 86
NOTE- 62p.; Report of an educational planning conference (Montivideo, Uruguay, December 15-19, 1986).
LANGUAGE- Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Creative Teaching; *Educational Change; *Educational Quality; Foreign Countries; Instructional Effectiveness; *Instructional Improvement; *Instructional Innovation; *Teacher Education; Teacher Education Programs; *Teacher Effectiveness; Teacher Improvement; Teaching Skills
IDENTIFIERS- Uruguay

In order to raise the quality of teaching and teacher education in Uruguay, a program of innovation and change was considered at a 1986 educational conference. Conference goals included identifying ways to: (1) increase opportunities to promote innovation and change; (2) search for strategies to encourage creative problem solving; (3) increase community participation in educational projects; (4) support innovative programs; (5) prioritize specific projects; (6) increase cooperation among educational institutions; (7) provide resources for teacher training; (8) promote information exchanges between national and international agencies; and (9) evaluate, change, or modify existing projects. Information is included about attendees, round table discussions, and presented papers. Twenty-six education projects, aimed at innovation and change, are described in terms of title, directors, objectives, existing problems, innovative aspects and techniques, implementation, and evaluation. (JHP)

ED 288 816
SP 029 500

Bragstad, Bernice Jensen; Stumpf, Sharyn Mueller
Study Skills and Motivation. A Guidebook for Teaching. Second Edition.
REPORT NO.- ISBN-0-205-08813-9
PUB DATE- 87
NOTE- 364p.
AVAILABLE FROM- Allyn and Bacon, Inc., 7 Wells Avenue, Newton, MA 02159 ($35.95).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; *Cognitive Style; *Learning Strategies; Notetaking; Reading Strategies; *Student Motivation; *Study Skills; *Teaching Methods; Test Wiseness; Time Management

This guidebook attempts to move theory into application by sharing ways that teachers fuse the teaching of learning processes with the teaching of course content. Chapters focus on: (1) motivating students to learn; (2) concentration and learning to focus; (3) time management; (4) remembering; (5) technical vocabulary; (6) streamlining study; (7) mapping ideas; (8) note-taking; (9) test-taking; (10) research papers; (11) strategic reading; (12) application to content areas; and (13) total school programs and results. Each chapter presents a brief introduction to its main concepts, lists performance objectives for actitivies, describes applicable learning experiences, suggests assessment procedures, and lists multimedia resources. Appended are addresses of resource producers, selected answers to reproduction pages, reproduction pages containing various questions and learning activities, and feedback forms. (CB)

ED 288 910
TM 870 717

Smith, Richard M.; Supanich, Gary P.
The Vocabulary Scores of Company Presidents. Technical Report 1984-1.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering
  Lab.
PUB DATE- Aug 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrators; Adults; Aptitude Tests; Definitions;
  *Presidents; Test Norms; Verbal Tests; Vocabulary Development;
  *Vocabulary Skills

In June 1983, 456 presidents from among 5,000 of the largest companies in the United States took a vocabulary test designed by the Johnson O'Connor Research Foundation, with the purpose of reexaming the contention that a large and exact vocabulary is an attribute characterizing executives. This Executive Vocabulary Test consisted of 50 multiple-choice items, selected to cover a range of vocabulary difficulty from average to hard. Results showed that as a group, the company presidents had a higher average vocabulary score (mean Vocabulary Scale Score (VSS) of 200.1) than that of the norm group of clients tested by the Foundation (mean VSS of 181.3). The evidence from this survey supported the Foundation's earlier contention that an above-average vocabulary is characteristic of company presidents. The small positive correlation between VSS and both age and years of education indicates that these factors only marginally accounted for the variation in vocabulary scores. These data indicated that the scores obtained by the respondents were not always related to the opportunities and advantages provided by higher education or the experience afforded by age. (KSA)

ED 288 758
SO 018 364

Ellis, Diane C.
Trends in the Artist Occupations: 1970-1980.
National Data Use and Access Labs., Inc., Arlington, Va.
SPONS. AGENCY- National Endowment for the Arts, Washington, DC.
Research Div.
PUB DATE- May 84
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Artists; *Census Figures; Comparative Analysis; Data Analysis; *Economic Change; *Employment Patterns; Employment Statistics; Occupational Surveys; Research Reports; Statistical Analysis; Trend Analysis
IDENTIFIERS- Census 1970; Census 1980

Data from both the 1970 and the 1980 Census are used to determine changes and trends in artist occupations and in the numbers of artists. The effects of changes in methods utilized to count artists in the 1980 Census are outlined, and estimated rates of growth by artist occupations are provided. The percentage of women artists, the ethnic distribution of artists, and the age composition of artists by occupational groups are highlighted. Data are included which illustrate trends in: (1) labor reserves; (2) the percentage of full-time workers; (3) median years of schooling; and (4) median earnings. Comparisons indicate that the number of full-time actors and directors and their levels of education and earnings increased. Musicians, composers, dancers, and architects reported exceptional gains in earnings, however, all except architects continue to have the lowest median income among artists. About one-half of all artists work full-time in their field. Appendices include: (1) data sources; (2) specific job titles; (3) a description of the use of growth estimates; and (4) supplemental data by artist occupations. (JHP)

ED 288 787
SO 018 570

Place, Jeffrey; And Others
American Folk Music and Folklore Recordings 1986: A Selected List.
Library of Congress, Washington, D.C. American Folklife Center.
PUB DATE- 87
NOTE- 16p.; For related documents, see ED 271 353, ED 271 354, and ED 277 618.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Cultural Awareness; Cultural Background; Discographies; Elementary Secondary Education; *Folk Culture; *Music; Music Education; *Social Studies
IDENTIFIERS- Black Folk Music; Country Music; Gospel Music; Western Music

Much of the heritage of the United States has been preserved in folk music and folklore. The recordings presented in this list have been instrumental in preserving this heritage and serve as valuable resources for students, teachers, and libraries. These recordings were selected by a panel of experts in the fields of folklore and ethnomusicology. Criteria for the selections were: (1) the recording was released in 1986; (2) the recording featured cultural traditions found in the United States; (3) the recording emphasized "root traditions"; (4) the recording was available to U.S. purchasers; and (5) the recording was well annotated with liner notes or accompanying booklets for classroom use. Each of the recordings is described. Representative selections include the fields of country, western, gospel, folk ballads, string-bands, bluegrass, and ethnic music. A list of the publishing companies is included. (SM)

ED 288 851
SP 029 628

Tishler, Ward; Ernest, Bill
Sources of Stress for Teachers.
PUB DATE- Nov 87
NOTE- 13p.; Paper presented at the Annual Meeting of the Mid-South Educational Research Association (Mobile, AL, November 10-13, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Classroom Environment; Elementary Secondary Education; *Job Satisfaction; *Public School Teachers; *Stress Variables; *Teacher Attitudes; Teacher Characteristics; Teacher Morale
IDENTIFIERS- *Alabama

This study sought to determine the primary sources of stress for 48 Alabama school teachers who attended a workshop on stress management. Survey questions were grouped into three categories: vulnerability for stress, job stressors, and current status. Tables present data on each of these categories as well as on the educational and personal characteristics of the teachers. Results of the survey revealed that for the group, there was a relatively low incidence of vulnerability for stress. However, a tendency for physical stressors such as a lack of vigorous exercise and inapprorpiate weight had a greater effect on vulnerability than did emotional stressors. Highest job stressors were associated with lack of time, disruptive students, small instructional funds, and relationship with supervisors. In most cases, stressors not directly related to the classroom received lower stress scores. (JD)

ED 288 868
SP 029 665

Fisher, Barbara
Increasing the Knowledge Base of Elementary School Teachers to Streamline the Psychological Referral Process.
PUB DATE- 87
NOTE- 86p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043) Reports - Research/Technical (143)
DESCRIPTORS- *Counselor Teacher Cooperation; Elementary Education; *Elementary School Teachers; Inservice Teacher Education; Mainstreaming; *Referral; *School Psychologists; Student Evaluation; *Student Placement; *Testing

This practicum was designed: (1) to familiarize elementary school teachers with pertinent measurement and evaluation concepts and tests; (2) to delineate the teacher's role in the referral process and to provide selection criteria to identify potential referrals more accurately; (3) to provide information on the interpretation of aptitude test data; (4) to maximize knowledge of the child's learning skills; and (5) to familiarize teachers with the role of the school psychologist. A discussion of the need for inservice training on the psychological referral process points out a perceived lack of knowledge in teachers of placement criteria, measurement and evaluation procedures, and pertinent statistical concepts. The results of a trial practicum with 66 elementary school teachers suggest that such training should become a part of the school psychologist's repertoire, particularly in dealing with school personnel. The appendices include a test item bank, some important measurement terms, important concepts in testing, and brief case histories. References are also included. (Author/JD)

ED 288 925
UD 025 900

Neeson, Eileen; And Others
America-Israel Young Ambassadors Student Exchange Program. Orientation Manual.
New York City Board of Education, Brooklyn, N.Y. Div. of Curriculum and Instruction.
REPORT NO.- ISBN-88315-539-7
PUB DATE- 83
NOTE- 161p.; Appendixes 3, 4, and 5 contain small print. Photographs will not reproduce well.
AVAILABLE FROM- New York City Board of Education, Division of Curriculum and Instruction, 131 Livingston St., Room 613, Brooklyn, NY 11201 ($5.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cross Cultural Training; Cultural Background; *Cultural Exchange; Foreign Countries; Intercultural Communication; *International Educational Exchange; Orientation; Secondary Education; *Student Exchange Programs
IDENTIFIERS- *Israel

This orientation manual for the America-Israel Young Ambassadors Student Exchange Program is written for the exchange of high school students between these two countries. The goal is to familiarize American students with the history, politics, economy, religions and society of Israel. Thirteen training sessions are suggested on the following topics: (1) program philosophy and goals; (2) Israel--the land; (3) history--Biblical times; (4) history--Christianity and Islam in the Holy Land; (5) history--diaspora to creation of the state; (6) history--1948 to the present; (7) current political and military issues; (8) Israeli government and politics; (9) the Israeli economy; (10) the Israeli people; (11) values and traditions; (12) Israeli youth and the schools; and (13) young ambassador behavior in the host home. Pictures, activity sheets, maps, and other teaching materials accompany the lessons. Five appendices contain alternative suggestions for orienting the students and other important information about Israel and the exchange program. (VM)

ED 288 773
SO 018 475

Prager, Karen J.; And Others
The Function of Self-Disclosure in Social Interaction.

SPONS. AGENCY- Texas Univ., Dallas.
PUB DATE- [87]
NOTE- 50p.
AVAILABLE FROM- Karen J. Prager, School of General Studies, The University of Texas at Dallas, Box 830688, Richardson, TX 75083-0688.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Interpersonal Communication; Interpersonal Competence; Psychology; *Self Disclosure (Individuals); *Self Expression; Social Attitudes; Social Behavior; Social Cognition; Social Development

Self-disclosure is a process by which individuals permit themselves to be known by a select other and has been shown to be central to the development and maintenance of close relationships. Two studies were done to investigate whether people self-disclose for reasons that are related to a relationship with their listener and whether the intimacy level of the disclosure is affected by its functional value. In the first study, 144 undergraduates wrote self-disclosing paragraphs to one of two hypothetical recipients: a significant other, or a stranger (a new acquaintance). Reasons for disclosure were found to vary significantly with the participant's relationship with the target, and disclosures for purposes of self-clarification or self-expression were more intimate than those for purposes of eliciting information or social control. In the second study, 119 undergraduates maintained daily records of interactions in which they self-disclosed. Reasons for disclosure again varied with the recipient, and certain functions were associated with the same targets in each study. The relationship between function and intimacy level was also replicated, with the most intimate disclosures being associated with the goals of self-expression and social validation. The importance of the reasons for disclosure in understanding its various dimensions, such as appropriateness and intimacy, was discussed. (Author/SM)

ED 288 834
SP 029 575

Rizvi, Fazal
Ethnicity, Class and Multicultural Education. Sociology of the School.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0401-5
PUB DATE- 86
NOTE- 104p.
AVAILABLE FROM- Deakin University Press, Deakin University, Victoria 3217, Australia ($14.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cultural Pluralism; *Educational Policy; *Educational Sociology; Elementary Secondary Education; *Ethnicity; Foreign Countries; *Multicultural Education; *Social Theories
IDENTIFIERS- *Australia

This monograph examines the nature of ethnicity as a general feature of human society, as it functions in Australia, and how it is used in the development of policy on multicultural education in Australia. Three influential accounts of ethnicity are examined, and it is argued that, although different, the theories share common problematics and similar sets of assumptions. Sections discuss the "revival" of ethnicity, the concept of ethnicity, the celebration of ethnicity in Australia, and the possibilities and problems of multiculturalism. The following additional readings are offered: (1) "From Race to Ethnicity" (M. de Lepervanche); (2) "Multiculturalism and Education Policy" (M. Kalantzis and B. Cope); and (3) "Really Educating Migrant Children" (P. Kringas). An annotated bibliography listing nine books on ethnicity is included. (CB)

ED 288 885
TM 870 578

Glickman, Henry S.; And Others
Behavioral Analytic Approach to Placement of Patients in Community Settings.
PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); *Behavior Rating Scales; Behavior Standards; *Community Programs; *Daily Living Skills; *Deinstitutionalization (of Disabled); Evaluation Criteria; Group Homes; Institutionalized Persons; Interpersonal Competence; Interrater Reliability; Middle Aged Adults; Older Adults; Rehabilitation Programs; Residential Institutions; *Schizophrenia; *Social Adjustment; Test Validity
IDENTIFIERS- *Current Behavior Inventory

Twenty adult psychiatric outpatients were assessed by their primary therapists on the Current Behavior Inventory prior to placing them in community settings. The diagnoses included schizophrenia, major affective disorder, dysthymic disorder, and atypical paranoid disorder. The inventory assessed behaviors in four areas: independent community living, interpersonal behavior, work or training activities, and symptom management. Ninety-five items were identified as scorable: (1) by a clinician as present or absent in a patients' current behavior; and (2) by a community setting administrator or "gatekeeper" as required or not required for admission to the community setting. Reliability of patient profiles was estimated by calculating the percentage of agreement between the therapist's and a second clinician's rating; the average percentage of agreement was 84.7%. The validity of the setting profile was estimated by comparing the behaviors rated by the gatekeepers as necessary for admission with the current behaviors observed in a sample of patients living in the setting; the average level of behavioral compliance with setting standards was 84.8%. Also included are a description of program planning at Harlem Valley Psychiatric Center, including their "triage" procedures on potential transfer patients; a list of essential behaviors; and lists of four groups requiring additional training in specific areas of social skills. (JGL)

ED 288 898
TM 870 679

Gastright, Joseph F.
Identifying Merit Schools Using a Community-Based Definition.
PUB DATE- Apr 87
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Washington, DC, April 20-24, 1987). For related documents, see TM 870 678-681.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Community Surveys; Educational Quality; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; Measurement Objectives; Program Development; *Recognition (Achievement); *School Community Relationship; *School Effectiveness; School Surveys
IDENTIFIERS- *Cincinnati Public Schools OH; *Design for School Excellence; Effective Schools Research; Excellence in Education

In 1985 and 1986, 24 and 37 schools respectively, were publicly recognized as merit schools under the Design for School Excellence (DSE) program of the Cincinnati (Ohio) Public School system. The increase in merit schools was not accompanied by a large increase in the number of awards made on individual indicators. Rather, the new merit schools tended to be schools which were near the merit cutoffs in 1985 and improved somewhat in 1986. The largest improvements at the elementary and secondary levels were generally noted for those indicators which focused on the internal accountability system that preceded the DSE. After two years, results showed that merely designating an outcome as an indicator of merit did not automatically guarantee improved performance. The award of merit for gain, or improvement, has not performed as intended in planning for the DSE. Lower performing schools did not consistently have the largest gain. The gain measures have not been biased, but their advantage in performance has been insufficient to produce many merit schools on gain alone. It was concluded that it is premature to ascribe any performance changes, positive or negative, to the DSE, since changes could have occurred with or without this public recognition. Further evaluation was recommended. (Some questionnaire items are appended as are 10 data tables.) (KSA)

ED 288 911
TM 870 718

Daniel, Mark
Aptitudes of Physicians. Technical Report 1983-6.
Johnson O'Connor Research Foundation, Chicago, IL. Human Engineering Lab.
PUB DATE- Sep 83
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Aptitude Tests; Cognitive Ability; Comparative Testing; Job Satisfaction; *Job Skills; Occupational Tests; *Physicians; Psychomotor Skills; Test Norms; *Vocational Aptitude

The aptitude scores of 70 physicians in various areas of practice who were tested between 1934 and 1971 were compared with aptitude battery scores obtained by the general population of Johnson O'Connor Research Foundation examinees. For each aptitude test, obtained-score distributions were produced for the time periods of pre-1941, 1941-45, and each year from 1946 through 1972, allowing for better control when comparing physicians' scores with those of the general population of Foundation examinees. The Mann-Whitney U Test was used to evaluate the statistical differences between the physicians' and general population's score distributions. Results showed that physicians scored significantly higher in knowledge of English vocabulary, as well as in many other aptitudes, including structural visualization, clerical speed, finger dexterity, foresight, analytical and inductive reasoning, and several memory and musical abilities. Most of these aptitudes have obvious applications in either medical training or medical practice. Results of the Occupational Follow-up Questionnaire also indicated that 70% of the physicians rated their work very rewarding, while 23% rated it essentially satisfying. (KSA)

ED 288 941
UD 025 923

Parker, Sandra M.
Issues in Ethnic Minority Education in the United States.
PUB DATE- 85

NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Ethnicity; *Foreign Culture; Generation Gap; *Immigrants; Instructional Materials; Minority Groups; Native Language Instruction; *Nontraditional Education; *Private Schools; Social Change; *Social Values; Teacher Background; Teacher Shortage

Perceiving ethnic minority schools merely as institutions which provide competency in the language of heritage is a limited view. History, values, and cultural traditions are also within the curricula of most ethnic schools. The subject matter often conflicts with modern American values, which stress change and mobility rather than tradition. In order to cope with this conflict in values and to maintain their enrollments, ethnic schools must deal with the following issues: (1) positioning the school so that students' travel time is not too long; (2) competing with the busy activity schedules of students; (3) choosing a curriculum which will allow the next generation to survive in the midst of mainstream American culture; (4) setting tuition fees and dealing with meager budgets; (5) easing the culture shock and poor morale of ethnic teachers; (6) finding enough teachers; and (7) finding appropriate teaching materials. (VM)

ED 288 759
SO 018 372

Celebrating the Constitution: An Interdisciplinary Approach.
Hampton City Schools, VA.

PUB DATE- Mar 87
NOTE- 21p.; Prepared by the Faculty of Bethel High School, Hampton, VA. Paper presented at the Southeast Regional Social Studies Conference (Savannah, GA, March 26-28, 1987).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activities; *Constitutional History; Course Content; High Schools; *Integrated Activities; *Interdisciplinary Approach; Program Content; Program Descriptions; Program Guides; Secondary School Curriculum; Special Programs
IDENTIFIERS- *Bicentennial; *United States Constitution

Prepared as an effort to involve all high school subject areas in an interdisciplinary Bicentennial celebration, this booklet offers brief descriptions of ideas for projects, displays, lectures, programs, and classroom activities. Information and suggestions for developing and establishing a climate for learning and celebration and for specific school-wide activities are provided. A lecture series is proposed which encourages the participation of local journalists, judges, lawyers, activists, or college government professors. Specific projects are suggested for use in social studies, English, science, mathematics, home economics, art, music, foreign language, and military science classes. Activities for use with gifted students are listed, and sample questions which could be used in a Bicentennial celebration trivia contest are included. A selected bibliography of 18 books about the U.S. Constitution for use by students is appended. (JHP)

ED 288 788
SO 018 573

Social Studies 3: Curriculum Specifications.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- Apr 86
NOTE- 17p.; For related document, see ED 250 250 and SO 018 588.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom
 Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Achievement Tests; *Course Content; Course Objectives;
 Foreign Countries; Grade 3; Primary Education; *Social Studies;
 *Specifications; Student Evaluation; Study Guides; Testing
IDENTIFIERS- *Canada

The purpose of this bulletin is to help teachers prepare students for the Student Achievement Testing Program by highlighting curriculum objectives to be tested. These curriculum specifications are based on the 1981 Alberta (Canada) Social Studies Curriculum. The guide delineates objectives, concepts, and content that are to be tested from three topic areas: (1) interdependence of Canadian communities today; (2) Canadian lifestyles in past decades; and (3) lifestyles in culturally distinctive communities. Value objectives, knowledge objectives, and skills objectives form the basis of the curriculum specifications. Value objectives are designed to develop an understanding of values, develop competencies, and attitudes. Knowledge objectives are structured from the concepts and content of three topic areas. Skills objectives are divided into inquiry and participation skills. Tables depicting weighting of course objectives and curriculum specifications are included. (SM)

ED 288 802
SO 018 612

Katula, Richard A.
The Role of Communication and Argument in Citizenship Education.
PUB DATE- [87]
NOTE- 31p.; Paper presented at the Institute for Writing, Thinking, and Citizenship Education (Cambridge, MA, July 1987).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Communication Skills; Discussion; Interdisciplinary Approach; Interpersonal Communication; Persuasive Discourse; Public Speaking; Rhetoric; Secondary Education; *Social Studies; *Speech Communication; Speech Instruction; Western Civilization

Communication is essential to the establishment and maintenance of a democracy. Democratic society is distinctive in that civic talk plays a determining role. A long tradition of civic talk exists in western democratic civilization. The Greek teacher, Protagoras, the Father of Debate, required his students to speak first on one side of an issue or principle and then on the other. Greek youth investigated the controversies and the values of the day and learned that reason exists on both sides of an argument. For a society born in public debate and brought up on freedom of expression, educators have all but forgotten to teach communication. While most students receive 12 years of language training, little of it focuses on oral communication. Today's educators need to teach students to speak about the issues confronting society and community values. Students should learn how to enter into a reasoned discourse knowing that their reasoning could be altered or that they may persuade someone to adopt their point of view. Educators should teach the system of inquiry and advocacy upon which the United States was built. Every citizen should have access to information and know how to acquire it. Discussing and arguing relevant issues should be part of every subject in the curriculum. Numerous resources available for teachers who wish to include speaking assignments in their classes are discussed. (SM)

ED 288 817
SP 029 512

Cornett, Lynn
Teacher Education: Action by SREB States.
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Jul 87
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; *Educational Improvement; Elementary Secondary Education; Field Experience Programs; General Education; Higher Education; Preservice Teacher Education; *State Action; *State Programs; Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- *United States (South)

Many southern states have taken action to improve the effectiveness of teaching by increasing teacher salaries, establishing career ladder and incentive programs, and ensuring teachers' knowledge of the subject area they teach. Attention is also now being directed to improvement of teacher education programs, and many of the southern states are taking measures to ensure more stringent review and approval standards for teacher education programs. Recent changes in program approval now include the use of outcome measures such as passing rates on teacher certification tests. Other changes being instituted in various states include academic teacher education program reviews by higher education agencies; the mandating of national accreditation; increased emphasis on arts and science courses in the undergraduate program; a trend toward increasing school experiences as part of teacher education; and creation of special centers and teacher education projects at universities with teacher education programs. (CB)

ED 288 852
SP 029 630

Rude-Parkins, Carolyn
Building Support Teams for School Improvement.
PUB DATE- Dec 87
NOTE- 35p.; Paper presented at the National Staff Development Conference (Seattle, WA, November 30-December 1, 1987). Some of the supplementary materials contain small or blurred print.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Instructional Improvement; *Peer Teaching; *Program Development; Rural Schools; School Districts; Small Schools; Social Support Groups; *Staff Development; *Teaching Skills
IDENTIFIERS- Small School Districts

This presentation offers a design for developing a long term staff improvement program using the talents available in a small or rural school district with low financial resources, limited personnel time, and difficulty in obtaining outside training. The plan focuses on improving teaching skills through a participatory structure involving peer coaching and trainer team building. Details of the project design are described. Discussion of the plan focuses on research findings on teaching skills and teaching models to which components of effective teaching are applied. Ways of providing training on these models are discussed with emphasis on the effectiveness of peer coaching and trainer teams. Each of these techniques is considered in the light of its impact on teachers, students and school districts. Supplementary materials on building support teams for school improvement include a model and outline of steps in a basic practice model as well as a coaching guide and lesson design for effective teaching and a checklist for implementing an innovation. (JD)

ED 288 869
SP 029 666

Galbo, Joseph J.
The Teacher of Adolescents as Significant Adult.
PUB DATE- Mar 86
NOTE- 26p.; Paper presented at the First Biennial Conference of the Society for Research on Adolescence (Madison, WI, March 21-23, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Human Relations; *Interpersonal Communication; Rapport; Role Models; Secondary Education; *Significant Others; Teacher Characteristics; *Teacher Student Relationship

Parents are the preeminent significant adults in the lives of adolescents, but occasionally teachers are perceived as significant. Pertinent literature is reviewed which describes the extent of influence and qualities of teachers who are chosen as significant by adolescents. Implications for schooling and teaching are presented. Conditions under which teachers work and the less personal nature of the teacher and student relationship appear to make it difficult to establish the depth of relationship necessary for a teacher to be described as significant. Ideas for assisting students in need of a relationship with a significant teacher are explored. Significant teachers as an integral factor in the transmission of culture are discussed, as is their role in the facilitation of formal school learning. Nearly 50 references are listed. (Author)

ED 288 926
UD 025 903

A Report of the Study Group on Affirmative Action to the Committee on Education and Labor. U.S. House of Representatives. 100th Congress, First Session.
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 87
NOTE- 309p.; Document contains small print. Serial No. 100-L.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Affirmative Action; Employment Patterns; Employment Practices; *Equal Opportunities (Jobs); Federal Regulation; *Females; Income; Job Analysis; *Labor Market; *Minority Groups
IDENTIFIERS- *Equal Employment Opportunity Commission

Equal employment opportunity (EEO) and affirmative action policies have been the subject of much debate in recent years. Much of the disagreement is based on incomplete or distorted views about what affirmative action is and how it affects minorities and nonminorities. The Study Group on Affirmative Action was created to investigate current EEO and affirmative action policies and practices and to analyze alternative remedies which have been proposed. The major recommendations of this group are the following; (1) The House Committee on Education and Labor should document the trends and changes in the employment of minorities and women since 1980; (2) Congress should reaffirm the national commitment to achieve full employment and should urge the President to support policies designed to lower the unemployment rate; (3) more federal attention should be given to the wages and salary level of minority and female employees in order to sensitize employers to the importance of upgrading wages and positions; (4) more attention should be focused on the employment policies of small and medium-sized firms; (5) employers should broaden the scope affirmative action to include improving the quality of education in schools to ensure a steady flow of productive employees; and (6) vigorous enforcement of affirmative action policies should continue. (VM)

ED 288 942
UD 025 924

Strategies to Reduce Hunger in America. Hearing before the Committee on Labor and Human Resources. United States Senate, Ninety-ninth Congress, Second Session on Oversight on Strategies to Reduce Hunger in America.
Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.
REPORT NO.- Senate-Hgr-99-829
PUB DATE- 21 May 86
NOTE- 212p.; Some pages contain small, light type.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Federal Legislation; Federal Programs; *Food; *Hunger; *Nutrition; Poverty; *Public Policy; *Welfare Services
IDENTIFIERS- Child Nutrition Programs; Food and Nutrition Service; *Food Stamp Program; Women Infants Children Supplemental Food Program

This document is a transcript of testimony given to the Senate Committee on Labor and Human Resources. Strategies to reduce hunger in America are described and analyzed in the wake of proposed legislation, the Hunger Relief Act of 1986. Testimony is given on the following topics: (1) the Food Stamp Program; (2) supplemental food programs; (3) demographics of the hungry; (4) financial allocations for food programs; (5) special needs of children; (6) the effects of poverty on nutrition; (7) regional factors; (8) malnutrition; (9) the exaggerations in the publication of data on hunger; and (10) the effects of hunger on health and education. (VM)

ED 288 774
SO 018 476

Essential Skills: Social Studies.
Kentucky State Dept. of Education, Frankfort. Div. of Instructional Services.

PUB DATE- Aug 87
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Basic Skills; *Curriculum Development; Elementary Secondary Education; Map Skills; Self Concept; Skill Development; *Social Studies; State Curriculum Guides; United States History; World Geography

This list of essential skills for social studies emerged from a statewide effort to identify a scope and sequence of content, concepts, and skills in social studies from kindergarten through grade eight and for the United States History course at the high school level. These skills are meant to be included in the curriculum along with concepts and enrichment activities. The skills that should be introduced and developed are listed for the appropriate grade levels. Skills dealing with awareness of self in a social setting are introduced in kindergarten. Grade one skills deal with the individual in the primary groups of the family and school. The skills involved in meeting basic needs in nearby social groups or neighborhoods are presented in grade two. Grade three skills concern the community within the country and the world. Skills needed to understand the states and regions are developed in grade four. Grade five is involved in developing skills to understand the United States and its neighbors in North America. World geography skills are introduced in grade six. The people and cultures of the past are explored, through the appropriate skills, in grade seven. Skills needed to understand U.S. history and citizenship are introduced in grade eight. The skills needed for further understanding of U.S. history are developed in grade 11. (SM)

ED 288 835
SP 029 576

Smyth, W. John
A Rationale for Teachers' Critical Pedagogy: A Handbook. Teachers' Theories of Action.
Deakin Univ., Victoria (Australia).
REPORT NO.- ISBN-0-7300-0450-3
PUB DATE- 87
NOTE- 65p.
AVAILABLE FROM- Deakin University Press, Deakin University, Victoria 3217, Australia ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Educational Theories; Elementary Secondary Education; Teacher Student Relationship; Teaching Methods; Teaching Styles; *Theory Practice Relationship

This monograph discusses the relationship between theory and practice in teaching, suggesting that the two concepts are falsely and erroneously separated and exploring what an alternative conceptualization might look like in teaching. The first section considers the critical notion of teaching and includes discussion of the concepts of conception and execution, embeddedness of theory and practice, the scientific view of teaching, and reflection-in-action in teaching. The second section discusses an openly ideological view of teaching, addressing the development of a critical perspective. Examples of this perspective are illustrated in the third section. References are included. (CB)

ED 288 912
TM 870 736

Bejar, Isaac I.
A Psychometric Analysis of a Three-Dimensional Spatial Task.
Educational Testing Service, Princeton, N.J.
SPONS. AGENCY- Office of Naval Research, Washington, D.C.
Psychological Sciences Div.
REPORT NO.- ETS-RR-86-19-ONR
PUB DATE- Jun 86
NOTE- 57p.
CONTRACT- N00014-83-C-0761
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Measurement; *Cognitive Tests; Computer Assisted Testing; *Difficulty Level; High Schools; *Latent Trait Theory; Psychometrics; *Reaction Time; Regression (Statistics); Spatial Ability; Test Items; *Visualization
IDENTIFIERS- Item Calibration; *Shepard Metzler Mental Rotations Test; *Spatial Tests

This paper considers the feasibility of incorporating research results from cognitive science into the modeling of performance on psychometric tests and the construction of test items. The paper focuses on the feasibility of modeling performance on a three-dimensional rotation task within the context of Item Response Theory (IRT). To test the feasibility of psychometrically modeling performance on this item type, an 80-item, three-dimensional rotation test was constructed using eight basic Shepard-Metzler figures. An inexpensive computer system was also developed to administer the test and record performance, including response-time data. Data were collected on high school juniors and seniors. As expected, angular disparity was a potent determinant of item difficulty. The applicability of IRT to these data was investigated by dichotomizing response time at several points and applying standard item parameter estimation procedures. It was concluded that an approach to psychometric modeling that explicitly incorporates information on the mental models that examiners use in solving an item is not only workable, but also essential for future developments in psychometrics. (Author/LPG)

ED 288 818
SP 029 516

1986--Incentive Programs for Teachers and Administrators: How Are They Doing?
Southern Regional Education Board, Atlanta, Ga.
PUB DATE- Dec 86
NOTE- 28p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrators; Elementary Secondary Education; *Incentives; *Staff Development; *State Programs; Teacher Effectiveness; *Teacher Improvement; *Teacher Motivation

This booklet provides a brief overview of teacher and administrator incentive programs, discussing such aspects as leadership, funding, teacher support, evaluation, and outcomes. A chart presents information on the kinds of incentive programs offered by each of the states, followed by descriptive narratives of each state program. State contacts are also listed. (CB)